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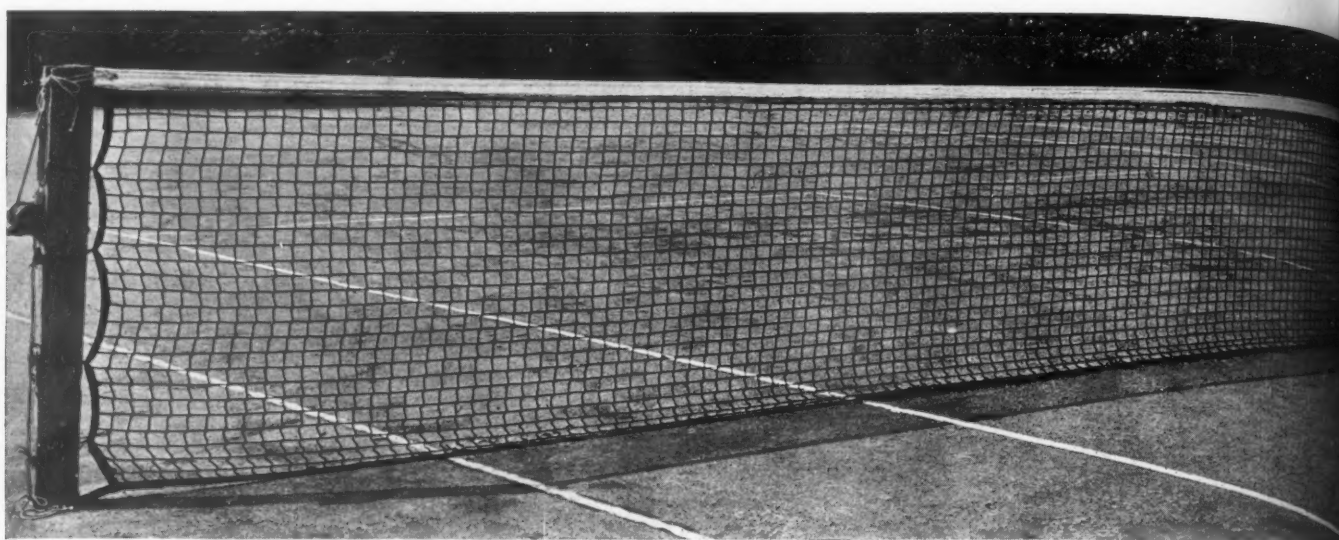
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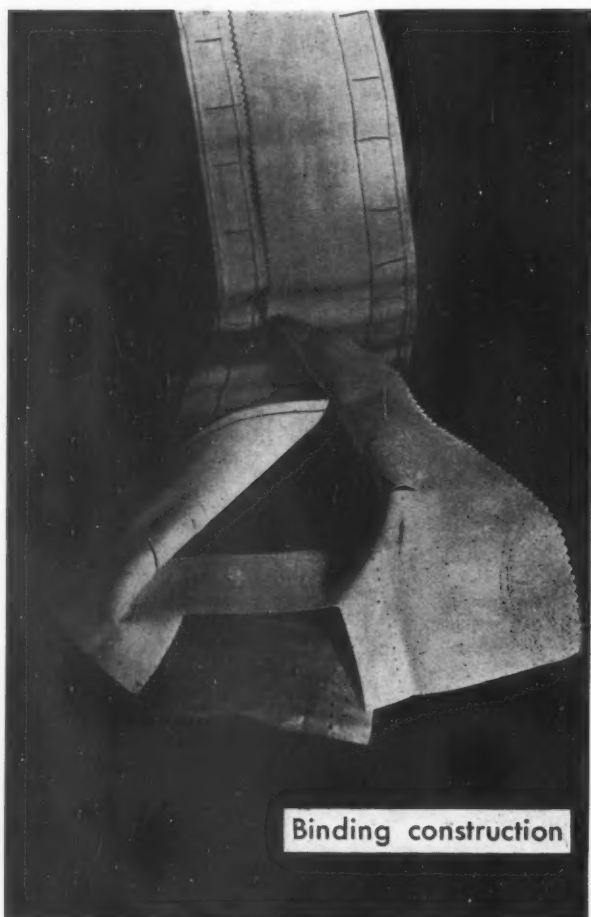
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SUPPLEMENT TO CATALOGUE No. 42



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Ten Features that make the CHAMPION

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2. Binding is attached to webbing by lacing. Patent applied for.
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4. Top binding is protected by paper, to assure clean binding at time of erection.
5. Heavy grommets are placed at each end of top binding.
6. Cotton tie ropes placed through grommets and bottom loops to secure ends to posts.
7. Steel or Manila cable is inserted in top binding.
8. There is a drawstring through the top binding so that a new cable can be inserted easily.
9. The ends and bottom of the net are tape bound. Patent No. 1,513,467 October 28, 1924.
10. There are tape loops at both bottom corners. Patent No. 1,899,011 February 28, 1933.

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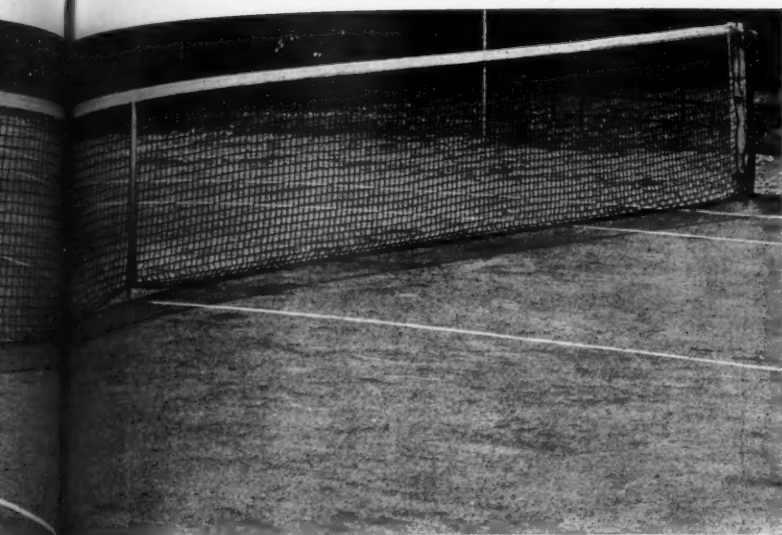
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CHAMPION Tennis Nets

THESE nets represent our latest improvement. Owing to a unique method of attaching the top binding to the webbing by lacing (Pat. applied for), they present the ultimate in wear and durability.

The top binding is folded in such a manner as to offer three separate thicknesses of fabric at the top, immediately over the rope or cable.

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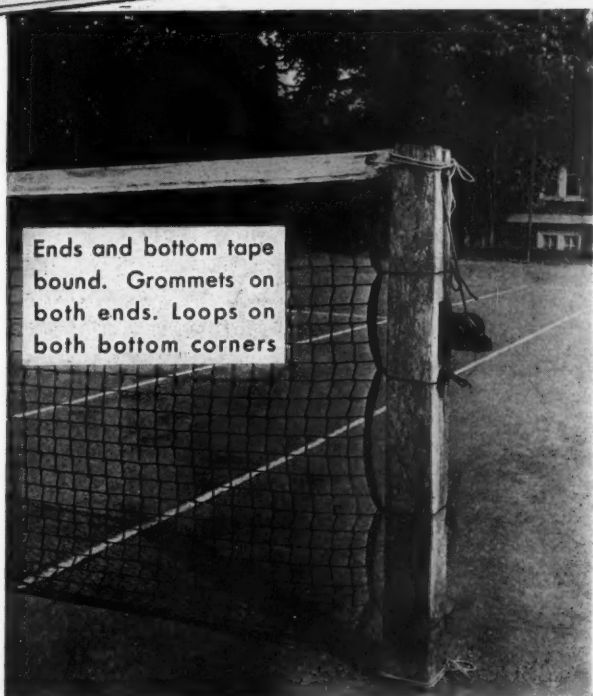
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CHAMPION TARRED TENNIS NETS

(Trade Mark Registered—June 10, 1941)

Patent Applied For

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CHT-3348-C	33 ft. x 3 $\frac{1}{2}$ ft.	48 thread	Galvanized Wire Cable	19
CHT-3348	33 ft. x 3 $\frac{1}{2}$ ft.	48 thread	Manila Rope Cable	16 $\frac{1}{2}$

Champion Nets are made of 48 thread twine only.

Trade Mark Registered—Certificate No. 388,113—Dated June 10, 1941

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*Reg. U. S. Pat. Off.



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If you were making the fabric for your teams' football pants, we think you'd include these qualities:

STURDINESS . . . to protect your players against cuts and scratches and for longer, more economical wear.

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And that's exactly the kind of fabric Tackle Twill is . . . a strong, rugged, smart-looking Crown Tested rayon and cotton material, treated for water repellency with the famous Long-Life Cravenette process. So when you order your teams' football pants, specify Skinner's Tackle Twill . . . and see if it isn't just the type of fabric you want for your players.

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Athletically trained men have already proved their worth again and again . . . in the armed service . . . in the important defense work at home. It is a significant reminder that everyone must now prepare himself physically for the extra effort needed to win this war.

Under Civilian Defense, recreation and health activities are being planned for industrial workers—many of whom are manually employed for the first time, others in unusually strenuous labor. Here the coach has a real opportunity to contribute to the success of this program.

So that there will be no "lost time" while soft unused bodies are being conditioned, the protection of those engaged in these physical activities is essential. For dependable *vital zone* protection you can rely on Bike Web Manufacturing Company, one of the oldest makers of protective equipment, to continue to supply quality Bike Supporters that have been for years the choice of American athletes and coaches.

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Play Ball!

The familiar call of American Youth is with us again. Conditioning routines, that may have been allowed to lapse during the Winter, will be renewed. Maintenance of the "fatigue curve" is an important consideration. And, proper, well-balanced diets are a part of the preparation for Spring training. Several teams have found that COCOMALT, added to milk, means additional vitamins and minerals which help to build reserve force. COCOMALT contains vitamins A, B and D...also minerals (calcium, phosphorus and iron)...all necessary for young, active, growing bodies.



Cocomalt
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In supervised medical studies it was proven that COCOMALT aided in building reserve force and increasing red blood cells in color and number. Both are invaluable in competitive sports. Serve it at the training table and watch the boys enjoy this delicious vitamin-mineral enriched food drink.

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OUR nomination for the coach with-the-fewest-wor-ry-lines-on-his-face is Art Trout, of Centralia, Illinois, High School. Such sanguinary cares as material, conditioning, and practice drills roll off his shoulders like Nipponese down the slopes of Ba-taan.

All he has to worry about is getting the other team out on the field. For Mr. Trout is the proud coaching father of Dwight "Dyke" Eddleman, the greatest schoolboy athlete in the country; maybe of our time.

Dyke does everything but sling the baton in the school band. He's a one-man gang in basketball, football, track, and baseball. With Dyke on the job, Coach Trout can devote most of his time to dreaming up new color schemes for the uniforms next season.

In football, Dyke is all-state quarterback. Last season, he scored 73 points, gained 1210 yards from scrimmage, kicked, passed, and called the signals.

In track, he is also a triple threat. He high jumps, broad jumps and runs the quarter. He's been the state high jump champion for three years. His best mark, six-five, was the second best high school leap made in the country last season. Other highly respectable figures to his credit are a 19 foot 3 inch broad jump and a 55 second quarter.

Centralia has no baseball team, but Dyke is a diamond in the rough. Last season he pitched for the Culver Military Academy Summer School. He won five of six games, including a one hitter, and smacked six homers.

All these are very creditable performances, indeed, but it's in basketball that Dyke really hits the jackpot—to say nothing of the hoop. In three seasons, he's sunk exactly 1,866 points. When you remember that the college record for four years is around 1,650, and that Dyke is a cinch to go over 600 points this season, you get some idea of his scoring proclivities.

Dyke is 19, six-two, 186 pounds, and serious. He goes around in denim trousers, lumber jacks, and heavy shoes. In Centralia, his clothes set styles. Stores advertise "Eddleman Hunting Caps," a peaked affair Coach makes him wear to prevent catching cold.

Dyke's in bed by 9:30, up at 7. He prepares his own breakfast. By

Here Below

7:30, he's practicing in the school gym. He shoots baskets until the bell calls him to an 8:20 class.

Although graduation is three months off, he can paper the White House with the offers he's already had from our higher institutions of learning.

Baseball's greatest soldier



International News Photo

MacArthur as a cadet at West Point

THE relationship between athletics and democracy has been the subject of much newspaper talk of late. While we've always believed this link to be genuine—that sports contribute greatly to a democratic way of life—proving it statistically has been something else. It's pretty tough to build a good case out of nothing more substantial than theory.

In recent months, however, evidence has been accumulating that substantiates nearly everything nice we've ever said about sports. Practically every war hero we've had so far, including Colin Kelly and Major Trapnell, has been found to have

an athletic background.

We refuse to believe this is a coincidence. We prefer to think that the athletics had something to do with the molding of the man.

Recently we ran across an interesting item in the syndicated column of Joe Williams, ace Scripps-Howard sportswriter, which struck another blow for our side. It seems that the war's greatest soldier was also an athlete of reknown. But let Williams tell you

about him.

"The first baseball game between Annapolis and West Point was played on May 18, 1901. A tall cadet somewhat on the thin-frame side played left field in that game. He was destined to touch the stars with his saber in later years. Today he stands out as America's No. 1 military figure. MacArthur, of course.

"In those days, as now, MacArthur was tall and straight as a ramrod. He stood six feet one inch in his bare feet. He weighed around 145 pounds. He was fast, had a DiMaggio throwing arm, could go and get the ball, and hit well enough.

"The coach had him hitting second, which would suggest he could lay the ball down, a popular strata-gem in the dead-ball days. In this particular game he was at bat three times, didn't get a hit, but scored a run and stole a base. Nobody hit one out his way, so he had an idle day in the field.

"Army won the game by scoring three runs in the third—and it was MacArthur who started the rally and scored the first run.

"There was a return game the following spring. This time Army was beaten, but one of the features of the game was a peg by MacArthur from deep in the outfield, which robbed the Navy pitcher of a home run. . . . The West Point historian writes: 'MacArthur's perfect peg to the plate held Raudenbush's tremendous drive to a triple.' Even in those days the young man knew a thing or several about slowing up the enemy, didn't he?"

Baseball wasn't the only sport Doug MacArthur excelled at. Back in his West Texas Military Academy days, he also played football.

"On the fields of friendly strife are sown
The seeds which, in other years
On other fields,
Will bear the fruits of victory."

(Concluded on page 40)

YOU ARE WRITING THE PEACE TERMS NOW!

By
L. B. ICELY, President
Wilson Sporting Goods Co.



THIS is a different kind of war! From the start our interest has been focused upon the peace.

On the decisions of youthful America will rest, in large degree, the strength and vigor with which our leaders present America's pattern for the construction of a new world.

We are fighting this war to meet a crisis in the life of humanity. Upon the peace settlement which follows will depend the future of all humanity.

That we shall win the war, itself, I have never a doubt. To you coaches goes the credit in large measure for this confidence. Behind the dark pages of present disasters lie the vast reserves of strength that you have built into our people.

With skill and patience you have fostered their inborn love of healthful exercise and strenuous competitive games. Athletic in mind and body, our men and women turn the torrent of their strength to the building of mighty war machines. Prepared in phys-



ical vigor and alertness of mind, our Youth goes forth to man these weapons of war.

As president of Wilson Sporting Goods Co., I take pride in the thought that, through development of better implements of sport, we may have helped you encourage wider participation in sport . . . may have aided in preparing the nation for its greatest test in war and in the making of peace.

From many of you we have had valued cooperation that has been of tremendous

importance in improving the materials and designs of baseballs, footballs, basketballs, softballs, golf clubs and balls, tennis rackets and balls, badminton, squash, handball and gym equipment.



Material shortages may now impose restrictions on the manufacture of a few items; but we, as manufacturers, pledge you our utmost effort to maintain quality and quantity at the highest possible level.

We know that good and abundant equipment is vital to your efficiency. We know that on your efficiency rests the prestige that enables you to write on the minds and hearts of American Youth the only peace terms worthy of the Nation's great sacrifice.

AN AMERICAN'S CREED

"I will follow the principles of good health, good sportsmanship, respect discipline, keep clean of mind and use my time well for the improvement of my character, morale and relationship toward my fellow man for the defense of our country."

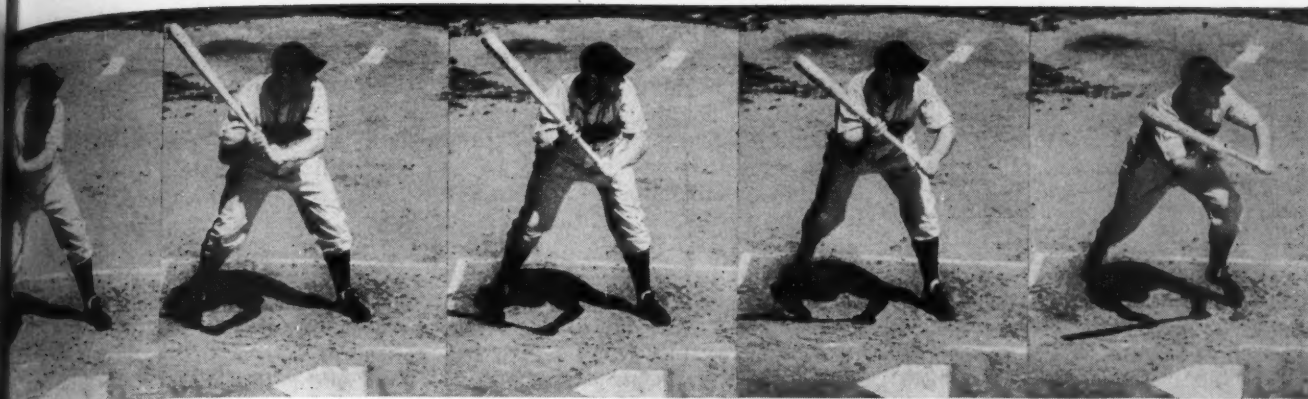
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Courtesy of National League Film, *Safe At Home*, and Ethan Allen

COACHING THE SCHOOLBOY PLAYER

By Bernard A. Friberg

After breaking into the big time in 1919 with the Chicago Cubs, Bernard A. "Barney" Friberg went on to become one of the classiest infielders in the National League. Since his retirement he has been serving Saugus, Mass., High School as baseball coach and faculty manager. This is the first of a series of two articles.

SCHOOLBOY coaches who would get the most out of their material would do well to set up a simple practice regimen that stresses fundamentals and plenty of action.

At this stage of the boy's career which, in most cases, is the beginning, there is no substitute for experience. He should be encouraged to get in as much outside baseball as he can, especially during the summer and early fall.

Many cities and towns foster baseball through playground leagues for boys between the ages of 10 and 14. During the summer, the American Legion also sponsors baseball for youngsters. All this lightens the high school coach's burden. Records prove that in cities where playground and American Legion baseball flourish, the high school team usually is of a superior type.

These outside leagues offer the boys much in the way of practical

experience. Not the least of these benefits is the development of poise. This is a hard-bought thing in high school baseball. The coach usually pays for it with a couple of frittered-away games.

As a rule, the player is as green as the grass he's playing on. Filling his head with inside baseball is a mistake. Since he can absorb just

Push Bunt

(Danny Litwiler, Philadelphia Phils)

As a rule, the right-handed batter bunts inside pitches to the third-base line and outside throws to the first-base line. On push bunts, however, the ball usually is laid down between the pitcher and first base. The batter holds the bat loosely but under full control. He slides his right hand about halfway up the bat. This hand acts as a fulcrum, the other as a guide. The push effect is obtained by extending the arms in the direction of the bunt. At the same time, the right foot begins cross-stepping toward first.

so much and no more, the coach should stick to simple fundamentals. Once these have been mastered, or whenever a boy shows an aptitude for the game, the inside "stuff" may follow.

In this treatment of the individual positions, no attempt will be made to go into great detail. The broad

scope of each position will be covered with emphasis on some of the important, but usually neglected, points.

The Pitcher

The pitcher undoubtedly is the most important cog in the team. A boy who can keep the opposition from meeting the ball too frequently can cover a multitude of weaknesses in the infield and outfield.

A coach should carefully weigh every boy on the squad. Very often an inferior infielder or outfielder, blessed only with a strong arm, may be developed into an unusual moundsman.

Most high school pitchers, especially those with a good fast ball, lack control. Many younger pitchers, who do an excellent job in practice, also have difficulty locating the plate once the game gets underway. Control is best acquired under game conditions.

Lack of control may be traced to many different factors: the wrong grip, too tight or too loose a grip, too long or too short a stride on the delivery, taking the eye off the plate at the moment of delivery, too long a windup, and the failure to step directly toward the plate. These and other faults may be de-



tected by studious observation.

The pitcher should grip the ball with the thumb and the first two fingers, leaving a space between the ball and the palm of the hand. Many boys prefer to put their whole hand on the ball. While some pitchers make effective use of this tight grip, as a rule it is incorrect.

To avoid give-aways, the pitcher should hold the ball the same way for all deliveries. One of the most common faults is "wrapping" a curve ball; that is, raising the thumb on the release. A wider hook may be thrown this way, but the habit is bad and should be avoided.

Windup and follow through

The windup should be simple. One swing around of the arm suffices. A good follow through facilitates the fielding of the position. The pitcher should end his motion with his back parallel to the rubber, the feet on as straight a line as possible, and the weight evenly distributed. He is thus ready to move quickly in any direction. He can stop many balls that otherwise might be hits through the box.

Boys of high school age should concentrate on getting the ball over the plate, rather than trying for the corners. Coaches who tell their boys to aim at the corners are wishful thinkers. The assignment is tough enough for the big leaguer.

Speed is a natural asset which the coach can do very little to develop, but he can do much to control it. Most young pitchers tend to lose control by releasing the ball too soon. If your pitcher is continually throwing his fast one too high, you may help him a great deal by having him hold on to the ball a fraction longer.

A boy with a good curve can use it to great advantage, as most high school batters find the pitch rather difficult to meet solidly. Even an inside curve will fool the youthful slugger, whereas your major leaguer powders this one. When the hitter is expecting an inside pitch, he will usually swing at an outside curve, even if the ball misses the plate.

The curve is thrown either side-arm or overhand with a sharp snap of the wrist, which gives the ball a rapid swirl. The greater the twist, the sharper the curve. The forearm also enters into the twist as a controlling factor.

For high school pitchers, a change of pace is not especially recommended. Unlike your big leaguer, the youthful batter goes for this one, usually hits it, and hopes for another the next time up. While this

isn't always true, the majority of boys do like the slow one. In any light, the pitch must be kept low.

The pitcher should be thoroughly coached in backing up third base and home plate. On plays to these bases, a position at least fifteen feet behind his teammate will enable him to retrieve wild throws and stop the runner from advancing an extra base.

The pitcher must also break fast to cover first on all balls hit to that baseman. The ball should be tossed to him before he reaches the bag, as this enables him to make the tag with less effort.

Many young pitchers pick up sore arms from throwing too long. They must be constantly advised to stop throwing whenever their arm feels tired or strained. There is little that can be done to remedy the soreness immediately, but heat, massage, and, especially, rest should eventually bring the arm around.

Pitching is one position in which courage and fortitude are essential. The boy must have something in reserve for that tough spot that is always popping up. He must bear down with all he's got, both physically and mentally. To his teammates, at the same time, he must exude supreme confidence.

The Catcher

A catcher must have the ability to handle pitched balls cleanly, throw accurately, and keep his team "pepped up." He gives all signs to the pitcher. In giving these, care must be taken not to give them to the opponents as well. They should be flashed from the inside of the right thigh. More than one signal may be given for any one pitch, but only one, of course, should mean anything.

To conceal his sign from the coaches, the catcher should crouch with his knees fairly close together and the glove dangling over his left knee. The sign hand should be wiggled high enough on the inside of the thigh so that the fingers cannot be seen below the leg.

This position should be taken as close to the batter as possible without interfering with his swing. After flashing the sign, the catcher should come out of his crouch and make a target for the pitcher. He should hold his glove up facing the pitcher, so that there will be no mistake as to where he wants it.

In catching low-pitched balls, the catcher's hands should be pointed down; on balls above his waist, the hands are pointed upward. Don't let your catcher make the mistake of trying to pull bad pitches over

the plate. This is a sure giveaway that the pitch was bad. In most cases, it will be called a ball anyway.

The catcher should get in front of every pitch. On bad pitches, he should hop to his left or right with the corresponding leg and stop the ball from getting by. On low pitches that are bad, he should block the ball the best he can, even if it entails dropping one or both knees to the ground.

Protection against injury

As many catchers hurt their fingers, it is best to keep the right hand partly closed until the ball is actually in the glove.

Catching foul flies is a tough thing to learn. A good tip to remember is that inside pitches (against right-handed batters) will go up to the left and outside pitches to the right. Against left-handed hitters, the reverse holds true. While this is no hard and fast rule, it works most of the time.

Most foul flies curve toward the infield. The catcher should first get directly under the ball and then judge the slight curve toward the infield. Of course, the first thing to do on every foul fly is to throw off the mask as soon as possible, taking care to throw it away from the direction of the fly.

In fielding a bunt, the ball should be stopped with the mitt, with the bare hand close by.

The catcher's throw should nearly always be overhand. It should be a snap throw, unlike most throws by the other players. The throw back to the pitcher should always be accurate and snappy to keep him on his toes. The left foot always points in the direction of the throw.

Breaking up a double steal

There are two ways to break up a double steal (men on first and third). As the runner on first starts for second, the catcher may look at third base. If the runner is coming in, the play, of course, is for that man. If the runner stays put, the throw is to second base.

The other way is to fake a throw to third and snap the ball to second; or fake a throw to second, and snap the ball to third.

Above all, the catcher should not let a pitcher work too fast. He must slow him down. He should go out frequently and talk to the pitcher, encouraging him and getting him to relax, especially when he is in trouble.

Last but not least, the catcher

(Continued on page 36)

Thomas country of past 29 years of miles of and Walt Perusse, a is a squad.

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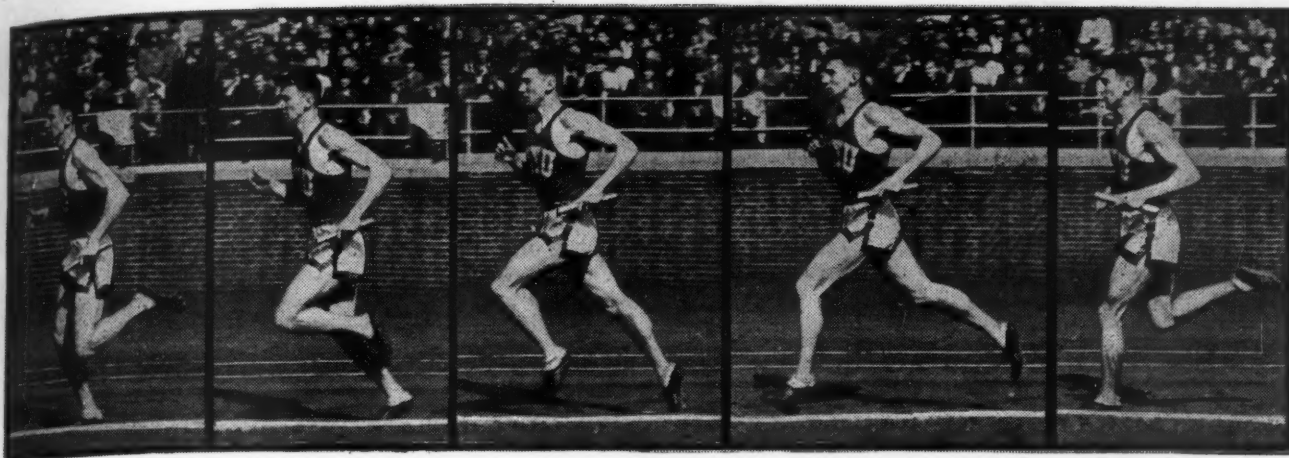
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TRAINING THE HIGH SCHOOL MILER

By Tom Jones and R. I. Perusse

Thomas E. Jones, coach of track and cross-country at the University of Wisconsin for the past 29 years, developed two of the greatest milers of our day in Charles "Chuck" Fenske and Walter Mehl. The reporter, Roland I. Perusse, a student in the School of Journalism, is a member of Jones' current track squad.

A LANKY YOUTH of 17 enters the high school coach's office. "I'd like to go out for the track team, coach," he says nervously.

"Good!" the coach beams. "What event?"

"The mile."

"Ever done any running before?"

"No, except when I peddled papers and in games and things like that. But I think I'd like to run."

"All right. Report at 3:30 this afternoon for your equipment and first workout."

So the youngster leaves, aglow with ambition and hope.

The coach, too, is hopeful. Here's a boy who has been running all his life, yet who hasn't any fixed ideas on the technique of running. He likes to run and is eager to learn. The coach knows this boy will readily grasp the rudiments and will progress rapidly as he matures.

Teaching him the correct techniques at the very beginning is of utmost importance. He should be started at least three weeks before the first scheduled competition. His practice regimen should consist mainly of alternate periods of running, walking and jogging.

During this time, he should learn how to judge pace. Perhaps the best means of accomplishing this is to train with a five-minute mile as a goal. The boy may first train his sights on running quarters in 75 seconds; then half miles in 2 minutes 30 seconds; three-quarter miles in 3 minutes 45 seconds; and, finally, a

LES MacMITCHELL, world's greatest miler, at the Penn Relays last spring. Particularly noteworthy is the beautiful carriage of his head, arms and shoulders.

mile in the coveted five minutes.

Once the five-minute mile is mastered, the runner may aim at a 4:48 mile, which is good high school time. Winners usually turn in 4:40 performances. Few ever run the distance in 4:32, average college time.

Practice during the competing season should be devoted primarily to building speed and stamina—over-distance work the first day, speed workouts on succeeding days. Very little work should be done on the day before a meet. Competition once a week is ample; more frequent racing may bring on staleness.

Although a runner should be allowed to develop a natural, easy stride suitable to his build, he should also be encouraged to imitate cer-

tain things in the styles of the champions. Fenske, Mehl, MacMitchell, and other outstanding performers strive for greater knee lift and less rear lift of the lower leg. They land on the ball of the foot and rest for a fraction of a second on the heel.

Ankle suppleness in permitting the heel to touch the ground gently is also helpful. As the body is directly over the foot on the ground (center of stride), both knees are together. The forward knee is slightly bent as the runner rocks forward on the foot, causing a falling action. The drive off the rear foot quickly follows. This is called timing the kick.

A low gliding action allows the runner to conserve strength for the all-important last quarter drive. The breathing should be deep and even through both the mouth and nose, and an effort should be made to cultivate a breathing cycle.

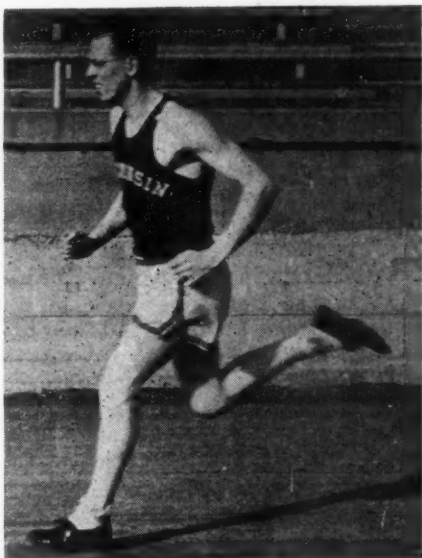
The Nurmi or Finnish style commands our highest respect because of the fine records of its disciples. It has been adopted by many European and some American runners. Of the Americans, Don Lash best exemplifies this style.

The body is carried almost vertically, with the forearm at a 90-degree angle. The hands are close to the body, with the elbows pointing out. The shoulders are braced back, bearing the weight of the arms and allowing the lungs full freedom.

A heel landing is made, with a rocking from heel to toe when the foot meets the ground. The style emphasizes an easy knee movement and a swinging hip action. The rear heel is kept on the same level as the knee.

The high school runner is most likely to forget about the rocking

(Concluded on page 29)



WALLY MEHL, Wisconsin's mile great, uses a nearly vertical body carriage and a low, gliding stride. Upon landing, the weight is transferred from ball to heel.

Baseball Quiz

By Jack Coombs

QUESTIONS

1. What is a waste ball or pitch out and why is it used in defense baseball?

2. What rule will you lay down for your pitcher on all balls hit to his left?

3. When does the catcher cover third base?

4. Why did catcher Owen miss that curve ball which ultimately lost the fifth game of the last World Series?

5. What kind of footwork should all infielders use in receiving a throw for an attempted put-out?

6. What is the most important advice to give your players about tagging a runner with the ball?

7. When is a waste ball made at first: What is so important after the put-out?

8. Right-hand batsman at bat, runner on first: When should shortstop cover second base on attempted steal by the runner?

9. Which players should cover high infield flies?

10. Should the pitcher catch infield flies?

11. When does the infield fly rule apply?

12. Runners on first and second, ball hit back at the pitcher: How should he start his attempted double play?

13. Runners on first and second, ball hit to the right of the third baseman, it is fielded: How should he attempt his double play?

14. What does the second baseman do on all balls hit toward the right field side of the playing field?

15. When does the second baseman always cover the base on balls?

16. What is so important about a relay throw from a third baseman or the shortstop always throw the ball over-hand to a baseman for an attempted put-out?

17. When should the third baseman or the shortstop always throw the ball over-hand to a baseman for an attempted put-out?

18. What should be the natural throw for a second baseman when should he throw from some other angle?

19. When does the shortstop advise other players?

20. Runners on second and third, batsman hits a fly ball to an outfielder: Who covers third base and who backs up the play?

Hit Situations (Advise batter)

1. Two runs behind, 7th inning, one out, runner on first, 8th batsman in the order at bat, count three balls and two strikes.

2. One run ahead, one out, 8th inning, runner on first, weak batsman at bat.

3. Runners on second and third, 5th inning, one out, 8th batsman in the order at bat, count three balls and no strikes.

4. Runners on first and second, none out, 7th inning, 4th batsman in order at bat, count three balls and one strike.

5. Runners on first and second, 4th inning, none out, two runs behind, 9th batsman in order at bat, count three balls and one strike.

Infield Situations (Advise infield)

1. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

2. Runners on first and second, 3rd inning, one out, 8th batsman in order at bat, count three balls and one strike.

3. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

4. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

5. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

Base Running Situations (Advise runners)

1. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

2. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

3. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

4. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

5. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

6. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

7. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

8. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

9. Runners on first and second, 4th inning, one out, 8th batsman in order at bat, count three balls and one strike.

second baseman go out, while the center fielder under full speed attempts to make the catch.

H. Runner on third, none out, infield playing close, ball hit on the ground.

Rules

1. Can a pitcher, as he starts his wind-up, lift his pivot foot from the pitching plate and then replace it upon the rubber as he comes forward to complete his delivery?

2. How many balks can a pitcher make?

3. Can a pitcher make a balk when the bases are unoccupied?

4. If an umpire declares a balk what happens to the runners?

5. Is a batsman allowed to go to first on a balk?

6. Give your ruling on these plays:

A. Runners on first and second, batsman stepped upon the home plate as he bunted the ball to the pitcher. The pitcher, in an attempt to catch the runner at third, threw the ball into left field, the runner who was on second scored, the runner who was on first went to third, and the batsman who bunted went to second.

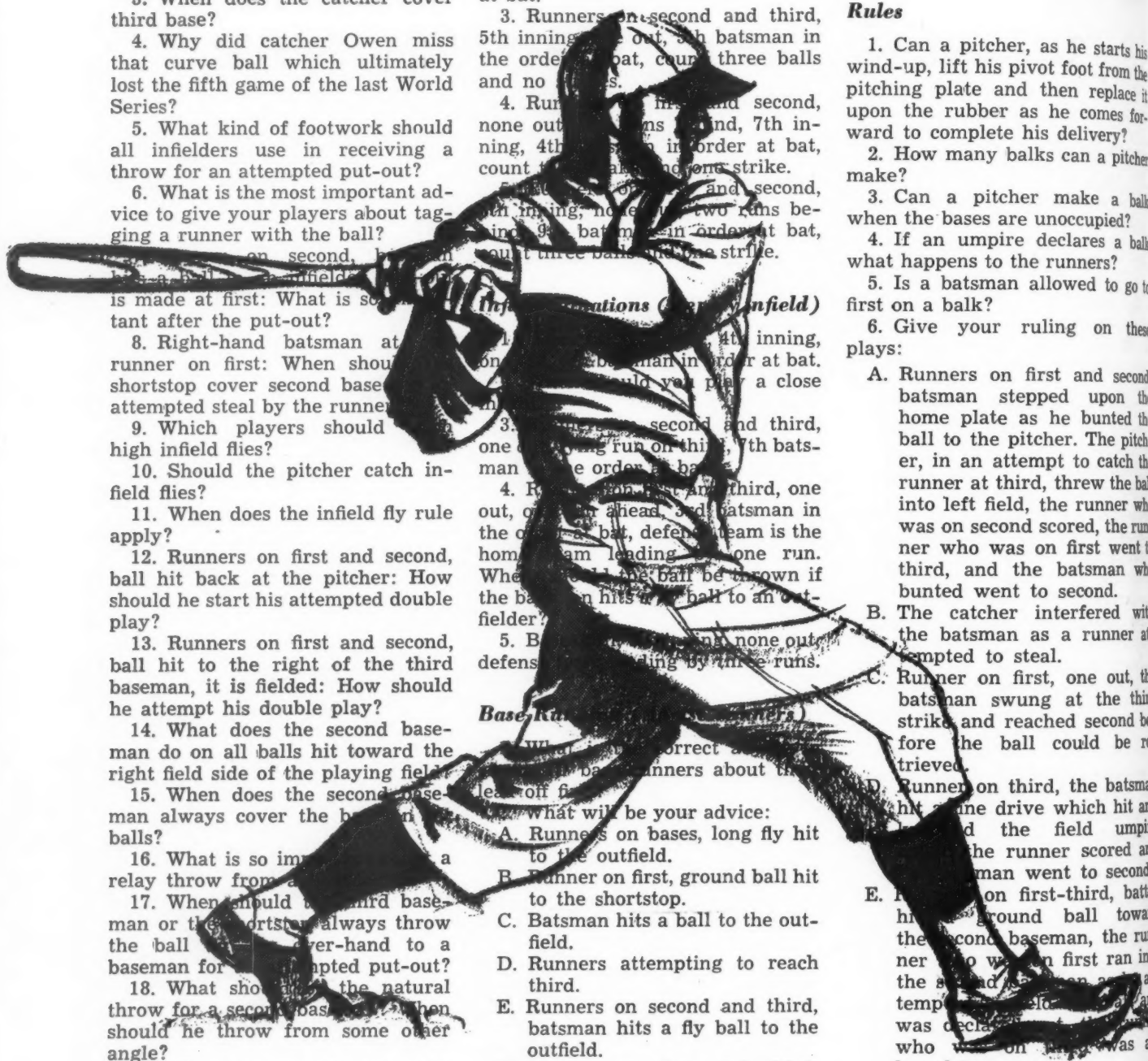
B. The catcher interfered with the batsman as a runner attempted to steal.

C. Runner on first, one out, the batsman swung at the third strike and reached second before the ball could be retrieved.

D. Runner on third, the batsman hit a line drive which hit and killed the field umpire. The runner scored and the batsman went to second.

E. Runners on first-third, batter hit a ground ball toward the second baseman, the runner who was on first ran into the second baseman's path and was declared out. The runner who was on third was allowed to score.

F. Runners on first and second, the runner who was on first in his attempt to reach second on a ground ball was hit on the foot by the ball.



- G. Runner on third attempted to score on a ball hit to an infielder, he was declared out by the umpire as the catcher touched him with the ball held in the bare hand. The ball was knocked out of his hand by the runner.
- H. Runners on first and second, none out, the batsman bunted a fly ball between the pitcher and the first baseman, the ball could not be fielded, the batsman was declared out on the infield fly rule.
- I. Runners on second and third, the batsman swung at the third strike which hit him and went to the stands, the two runners scored and the batsman went to second on the ground rule.
- J. A batsman made a foul tip on his third swing, the ball did not hit the ground but lodged between the catcher's mask and protector.
- K. Two runners on the same base at the same time were touched with the ball by a defense player; who was out?
- L. A runner missed the bag as he attempted to reach the base ahead.

ANSWERS

1. A waste ball or pitch out is a ball delivered by the pitcher so far from the plate that it cannot be hit by the batsman. It allows all defense players to leave their positions and back up a play at any base.
2. Every time a ball is hit between the pitcher and the first baseman the pitcher starts for that bag to take the throw from either the first or second baseman.
3. A. Runner on first, the batsman bunts, and the ball is fielded by the third baseman.
B. No runners on, the batsman hits a short fly just back of second base which both the shortstop and the second baseman go for; the third baseman covers second and the catcher, third.
4. A run-up play. Runner on third attempts to score on a ground ball to an infielder. The runner, seeing that the catcher has the ball before he can safely cross the plate, stops and runs back toward third in order to help the batsman reach second. If the catcher misses the runner going back to third, he must take the position left vacant by the third baseman.
5. Owen was without doubt in

such a position that he could not step to his right to get in front of the ball. His feet were probably too far apart. All catchers should be perfectly balanced, so that they can step in any direction.

5. Both feet should be on the ground in front of the bag, the body should be facing the player from whom the throw is coming. As the throw is received, the bag should be straddled in such a position that the runner, as he slides, cannot hit the feet.

6. As the throw is received, providing it is accurate enough to be caught with both hands, the bag should be between the feet; the ball is held tightly in both hands and placed on the side of the bag into which the runner must slide.

7. The first baseman should, as soon as he catches the ball for the put-out, rush toward the catcher, thus protecting a possible attempt by the runner to score.

8. Sure right-field hitter; pitch out to right-hand batsman.

Scholastic Coach again takes pleasure in presenting the annual baseball quiz with which John W. "Jack" Coombs stumps his undergraduate experts at Duke University's school of physical education. Coombs, one of the greatest pitchers of all time with the Philadelphia Athletics and Brooklyn Robins (1906-1918), also coaches Duke's varsity nine and is author of the popular technical text, "Baseball, Individual Play and Team Strategy."

9. The player nearest the fly and always the player who might be coming toward the ball rather than the player going away from it. Example: Fly ball hit between the catcher and the first or third baseman. The baseman should make the catch if at all possible.

10. Never when an infielder can make the catch.

11. When first and second bases are occupied by runners with less than two out.

12. Via second base unless the ball is fielded two or three steps on the third-base side of the pitching mound. On such a ball, it would probably be impossible to complete a double play, then preferably the runner going to third should be retired.

13. The third baseman, in fielding such a ground ball, would be off balance and only a step or two from the bag. He should touch the bag and throw to first. If the ball were directly at him or to his left, the play would be via second base.

14. It is a rule for all second base-

men to make an honest attempt to field every ball hit to the right-field side of second, no matter where the ball is hit. If he is unable to field it, he will always be in the proper position for any play which might follow.

Example: Ball hit over the bag at first or between the first baseman and the bag. The second baseman cannot reach this hit, but in going for it, he comes into the correct position for a throw from the outfielder. The same would hold true on a ball hit over his head between the right and center fielder or over the head of either player. He would be in the correct relay position.

15. On every ball hit to the left-field side of second.

16. The relay-throw is without doubt the most important. All outfielders must remember that the first throw of the relay must be the long throw, and the second throw, the one made by an infielder, must be the short but accurate throw. This first throw must be made in such a manner that the infielder receives the ball shoulder high, thus saving as much time as possible for the second throw to some base. Many outfielders bound their relay to the infielder; this is the worst throw he could make.

17. A. On all balls they field to their right which must be thrown to first. A sidearm throw from this position will cause the ball to curve to the left or into the runner coming from the plate. This is one of the hardest catches a first baseman must make.

B. Runner on first, ground ball bounds high and is fielded above the waist line.

C. The shortstop, when he receives a relay from an outfielder, should always make his throw over hand. He bounds the ball to his catcher but throws it on the fly to the third baseman.

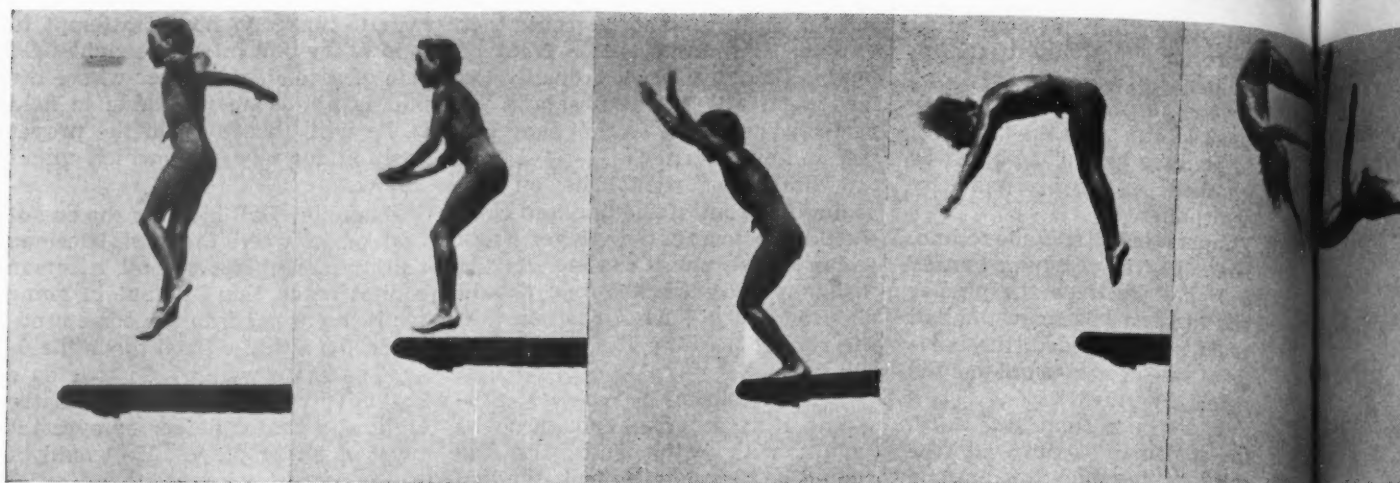
D. In starting a double play to second, some third basemen have better control of the ball when they throw it overhand than they do in throwing the ball from the position in which they field it.

18. A. Sidearm across the chest.

B. Overhand: Relay throws from the outfield; returning the ball to the catcher on an attempted double steal, runners on first and third; on one of the pivots at second in attempting to complete a double play.

19. On all relay throws coming to the second baseman, as the latter

(Continued on page 34)



THE TEACHING OF DIVING SKILLS

By Francis E. Noonan

This is the second of a series of three articles on diving by Francis E. Noonan, swimming and diving coach of the Republic of El Salvador in Central America. In last month's article, the author covered the front and back approaches, controlled stunts, bouncing the board, and the front and back dives.

ALTHOUGH the mechanics of the twist dives are still a subject of controversy, it is universally accepted that the twist is not made by body contortions. A wild flinging of the hips does not produce a twist. But that is exactly what your diver will do unless he is taught differently.

Half twist

The true name of the half twist contains the secret of its successful execution, "A front dive with a half twist." A high front dive must be made before the twist is attempted. If this isn't done, the boy will find himself landing on his stomach or back without the slightest idea of how he got there.

When properly presented, half your class should do this dive

crudely but correctly on their first attempt. As in most dives, the work begins with land drills. Naturally, the twist on land cannot be exactly the same as in the actual dive. But it is close enough to have good carry-over value. The main function of the land work, however, is to clarify the diver's thinking in regard to the mechanics of the twist.

The instructor must keep the following in mind:

1. The arms and shoulders work together.
2. One shoulder dips as the other rises.
3. The turn is made through the long, not the short, axis of the body.
4. The twist, as done on land, consists of a change from a face-down to a face-up or back-dive position, plus a turn of the foot supporting the weight.

The boys should stand on one leg and bend at the waist in a swan-dive position almost parallel to the ground, with the other leg in an extended position. Never allow your squad to practice this drill while standing in an erect position, for

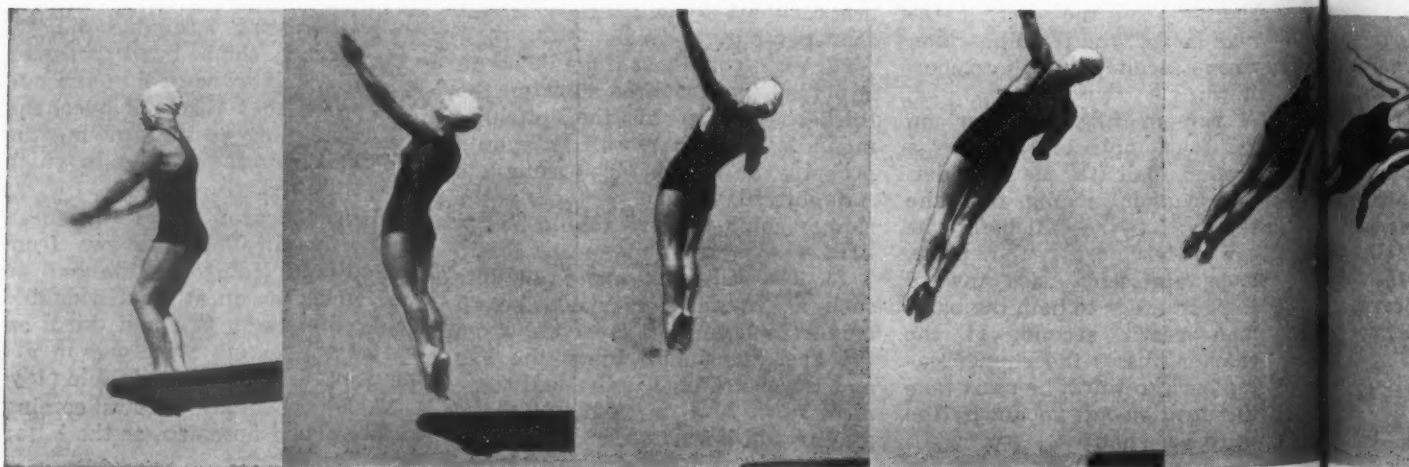
this gives a completely incorrect conception of the half twist.

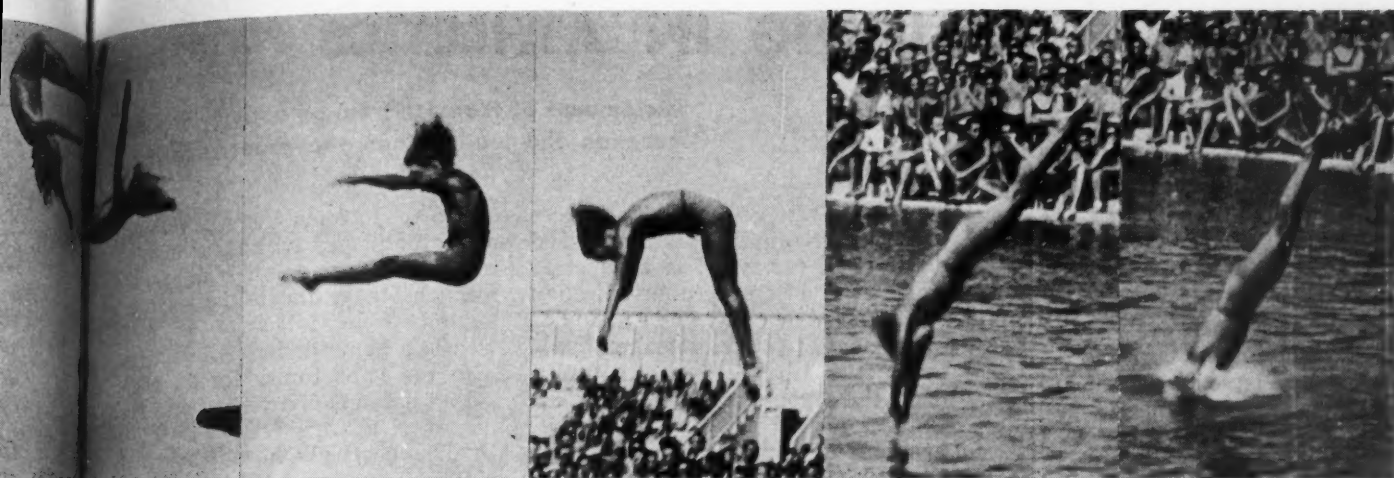
The arm on the twisting side moves downward and backward towards the opposite side. When the hand reaches the limit of its downward backward arc, the shoulders will have changed from a horizontal to a vertical position. The foot supporting the weight will have begun its turning movement; and the hand of the upper arm will be pointing directly over-head.

As the lower hand begins its upward arc, the supporting foot completes its turn, the body assumes the face-up or back-dive position, and the twist itself is finished by joining the hands over-head.

After the successful completion of the land drill, the board work is considered. With the proper approach and hurdle, the boys do several high swan dives, carrying the legs slightly higher than usual.

The same dive is then repeated but, just before the highest point of the dive is reached, the arm on the turning side is dropped quickly to the side. That is, the boy does a high





swan dive and then slaps the thigh of the leg on the turning side. If this arm movement is forceful enough, the boy will make a complete half turn and enter the water head first, with one arm at his side and the other over his head.

As the next step, the arm is brought over-head for a proper entry. After the hand slaps the outside thigh, the arm continues by the leg. It passes in front of the body to its final position over the head. The movement is a continuous swing broken only by the sound of the slap as it strikes the outside of the thigh.

The dive should be practiced several times by each boy. The most common fault is a premature starting of the twist. As a cure, insist on a swan dive before any other movement is attempted.

Full twist

Although this is an elementary course, and the full twist is a rather advanced dive, a few hints on the teaching of this dive are presented. Owing to the agility required for the land drill, it has been found best to proceed directly to the dive itself.

The boy is told that prior to the

ONE AND ONE-HALF FORWARD SOMERSAULT: As Marjorie Gestring, Olympic champion, shows the one and one-half is merely a front sommy with more spin. The head and shoulders are pushed in the direction of the rotation. As the diver turns, she watches the water so that she can tell when to straighten out.

full twist he must first do a high front dive and then swing his arm across the front of his chest and up over the opposite shoulder, accompanying this with a quick snap of the head in the direction of the turn.

As an aid in controlling the twist, float a small piece of cardboard about eight feet in front of the board. The boy should keep his eyes on it during the front dive and, upon the completion of the twist, return them as quickly as possible to this spot.

The most common fault again will be a failure to do a high front dive. The divers will invariably hurry the twist and miss the dive completely. As a remedy, insist that they wait longer before starting the twist.

Unfortunately, little time can be devoted to this dive during the elementary course. Those who show a

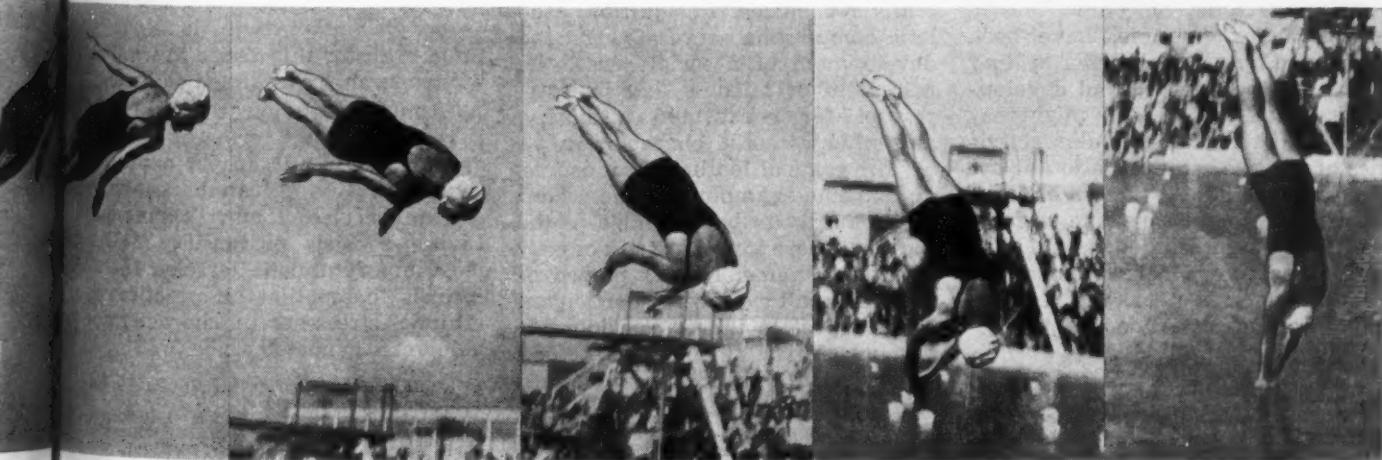
natural aptitude for twist dives may learn the full twist from these brief instructions. The others must content themselves for the present with the half twist. It is interesting to note that tall boys learn the twisting dives easier than short men, the reverse is true of sommys.

Front somersault

In teaching a new skill, it is frequently found helpful to refer to a familiar act; something accepted as a matter of course in every-day life. Employ phrases such as "Just as you would . . ." or "As if it were . . .", etc. Upon this principle is based the teaching of the somersault. A comparison is made between the mechanics of the forward somersault dive and the familiar childhood stunt called a "tummyroll."

By pointing out the similarity of
(Continued on page 26)

FRONT DIVE WITH HALF TWIST: Claudia Eckert executes the twist while her body is in upward flight. Without changing the direction of the body, she presses back with the right arm and shoulder, keeping the other arm and shoulder outstretched in swan fashion. She finishes her twist by joining the hands.



CHARACTER TRAINING IN ATHLETICS

By Maxwell R. Garret

In athletics, declares Maxwell R. Garret, fencing coach at the University of Illinois, the man who is directly responsible for character building is the coach.

CHARACTER training according to the Winston Dictionary is: "the process or state of being guided, drilled or prepared into a distinctive quality or qualities." If character training is a process of guiding, into what "distinctive" channels shall the individual be led?

Some of the common and well-known traits are:

Initiative	Aggressiveness
Leadership	Ambition
Resourcefulness	Cooperation
Self-confidence	Courage
Sportsmanship	Courtesy
Temperance	Fair play
Truthfulness	Honesty

However, "the point of departure for the organization or the environment for the development of character lies either in the home or in the schoolroom. Sufficient evidence has already been advanced to show that the early home environment is probably the most effective agent for the establishment of personality and character traits that the child will ever have to meet. The school situation is sometimes highly effective, and there are those who would argue that it should become still more effective than is the case at present. . . .

"In addition to the actual acquisition of knowledge, students are supposed to learn neatness, persistence, honesty, and other similar traits. This assumption, has, of course, been seriously questioned, but it does appear that experimental methods are actually adequate to the character of the problem. . . .

"Various types of competition in athletics, for example, have been supported by a strong belief in their value for the training and development of character. One might say offhand that extracurricular activities are in the same situation as are curricular studies, the amount of transfer from such a game as football, for example, depending upon the extent to which coaches and others generalize football experiences to the total good of the individual."¹

Dr. Klapper refers to "character

as the resultant of the play of forces prompted by native and acquired patterns of behavior. If each child were given a helpful inheritance, an intelligent home, a well-balanced regimen of life, and a social environment free from undesirable influence, the school would probably encounter no serious difficulty in the problem of character development. But many children have neither this heritage nor this environment, and thus, the school must carry the burden of these other social agents as well as its own duties in order to achieve its major aim—character training."²

But the school, being an immense unit, has to transfer its burden to various individuals whom we call teachers. These teachers represent the school, and teach the students those subjects assigned to them. Some may teach mathematics or chemistry, while others may coach various sports such as baseball, football, basketball, or fencing. These individuals, no matter what they teach, have the obligation to inculcate the aforementioned ideals.

Proper leadership

It is through physical education that we develop—physically, mentally, socially, and emotionally. But without proper leadership these physical activities may become a hazard rather than a help to the individual. Therefore, when Dr. Klapper says that "character is the resultant of the play of forces prompted by native and acquired patterns of behavior," we should keep firmly in mind the word *acquired*.

The use of the athletic field and the gymnasium as training grounds for health and bodily vigor is generally recognized. In addition, athletic competition serves toward the development of a social sense, the principles of fairness and honesty, respect for constituted authority, and other essential character traits.

"The game of football is, of course, an extreme example, but the reader needs hardly to be reminded of the fact that there is nothing soft or easy about this game. If it is played as the rules allow, every participant must expect to take a considerable amount of punishment. If, therefore, any of the by-products mentioned

above are to come from such a game as football, they will come only because the coach—that is to say, the teacher—takes the initiative in allowing them to come. In other words, a game of football does furnish the opportunity for an astonishing amount of training of a fundamental character.

"The coach is in a particularly fortunate position with respect to these types of training; but he is not often able to take advantage of his position simply because the people in the bleachers require that he be a 'showman' rather than a teacher. We may draw the conclusion, then, that the educational values of the competitive sports are a function of the attitude and disposition of the coach rather than of the contests themselves."³

In our analysis we notice that the primary purpose of the coaches or teachers is to teach *how to play the game*. How to play is purely subjective and each teacher has his own ideas. Some may only teach the fundamentals; some may teach more than just the fundamentals; some may teach a few little tricks.

It is actually the latter phase and the active social experiences of the training program that molds the individual. The sense of fairness or of sportsmanship that is said to be developed is manifest by the individual's strict adherence to the rules of the game and his recognition of superior ability on the part of an opponent.

His sense of tolerance should be developed to an extent where he realizes that in all situations, whether on the playing field or otherwise, there is one who wins and one who loses, and it may be that he will be that very loser. Therefore, since everybody wants to win, let us continue to foster this desire to win but with tolerance guiding it to its end.

"It must be obvious that character is revealed in all forms of activity, or conversely, all activity expresses character. Living cannot go on a minute without such expression. Living consists of activity."⁴ Our most important consideration, therefore, is to see that all practices in athletics stress health, character development, and tolerance.

¹Griffith, Coleman R.: *Introduction to Educational Psychology*, p. 91.

²Griffith, Coleman R.: *Introduction to Educational Psychology*, Farrar & Rinehart, Inc., 1935, pp. 286-7.

³Klapper, Dr. Paul: *Contemporary Education—Its Principles and Practice*, D. Appleton Century & Co., 1929, p. 628.

⁴Staley, Seward C.: *Sports Education—The New Curriculum in Physical Education*, A. S. Barnes and Co., 1939, p. 134.

AHEAD in PROTECTION



There's only one measure for the value of a helmet . . . and that is PROTECTION. When you get that in maximum degree plus comfort for the player, you are getting *quality*.

No matter what you pay . . . no matter where you go . . . no matter what you do; you just can't buy a better helmet than a Ken-Wel.

They're designed by practical experts, made of the finest materials that can be obtained, by craftsmen who know the full importance of what they are doing. That's why they're the instant choice of everyone who sees them.

Write today, for catalog and full particulars.

Why Ken-Wel Quality Helmets Give Greater Protection ~ ~

Top grade molded strap leather, reinforced with deep molded fibre.

Eight-point web suspension absorber. "Airlight" rubber padded and leather covered.

Molded strap leather ear and neck, fibre reinforced and "Airlight" rubber padded. Leather lined.



KEN-WEL for QUALITY

Outdoor Track and Field Records at a Glance Up to Date

	○ NATIONAL INTERSCHOLASTIC RECORD	● NATIONAL INTERCOLLEGIATE RECORD	■ WORLD'S RECORD
100-YARD DASH	9.4s. Jesse Owens East Tech., Cleveland, O., 1933	9.4s. Simpson, Ohio State, 1929 Meier, Iowa State, 1930 Wykoff, So. California, 1930 Metcalf, Marquette, 1933 Owens, Ohio State, 1935, 1936 Jeffrey, Stanford, 1940	9.4s. Frank Wykoff, U.S.A., 1930 Jesse Owens, U.S.A., 1935 Clyde Jeffrey, U.S.A., 1940
220-YARD DASH (around one turn)	21.4s. Eugene Goodwillie Chicago, Ill., Univ. H. S., 1923	NO INTERCOLLEGIATE RECORD AROUND A TURN	NO WORLD'S RECORD AROUND A TURN
220-YARD DASH (straightaway)	20.7s. Jesse Owens East Tech., Cleveland, O., 1933	20.3s. Jesse Owens Ohio State, 1935	20.3s. Jesse Owens, U.S.A., 1935
440-YARD RUN (one complete lap)	48.2s. Herbert Moxley Central H. S., Columbus, O., 1928	46.4s. Grover Klemmer California, 1941	46.4s. Ben Eastman, U.S.A., 1932 Grover Klemmer, U.S.A., 1941
440-YARD RUN (straightaway)	48.2s. Frank Sloman Polytechnic H. S. (San Francisco), 1915	NO INTERCOLLEGIATE RECORD ON STRAIGHTAWAY	NO WORLD'S RECORD ON STRAIGHTAWAY
880-YARD RUN	1m. 54.4s. R. L. Bush Sunset H. S., Dallas, Tex., 1933	1m. 49.8s. Ed Burrows Princeton, 1940	1m. 49.2s. Sydney Wooderson, England, 1934
ONE-MILE RUN	4m. 21.3s. Louis Zamperini Torrance, Calif., H. S., 1934	4m. 6.7s. Glenn Cunningham, Kansas, 1934	4m. 6.4s. Sydney Wooderson, England, 1934
TWO-MILE RUN	NO INTERSCHOLASTIC RECORD AT TWO MILES	9m. 2.6s. Gregory Rice Notre Dame, 1939	8m. 53.2s. Taisto Maki, Finland, 1939
120-YARD HURDLES 3 ft. 3 in. hurdles	14s. Joe Batiste Tucson, Ariz., H. S., 1939	13.7s. (Over 3 ft. 6 in. hurdles) Fred Wolcott Rice, 1940	13.7s. (Over 3 ft. 6 in. hurdles) Forrest G. Towns, U.S.A., 1930 Fred Wolcott, U.S.A., 1941
200-YARD HURDLES 2 ft. 6 in. hurdles	21.9s. Smith Maine H. S., Des Plaines, Ill., 1941	22.6s. (Over 220-yd. course) Jesse Owens Ohio State, 1935	22.5s. (Over 220-yd. course) Fred Wolcott, U.S.A., 1941
RUNNING HIGH JUMP	6ft. 7 ¹ / ₈ in. Gilbert La Cava Beverly Hills, Calif., H. S., 1939	6ft. 11in. Les Steers Oregon, 1941	6ft. 11in. Les Steers, U.S.A., 1941
RUNNING BROAD JUMP	24ft. 11 ¹ / ₄ in. Jesse Owens East Tech., Cleveland, O., 1933	26ft. 8 ¹ / ₄ in. Jesse Owens Ohio State, 1935	26ft. 8 ¹ / ₄ in. Jesse Owens, U.S.A., 1935
POLE VAULT	13ft. 9 ⁵ / ₈ in. John Lanta Mansfield, Ohio, H. S., 1939	14ft. 11in. Earle Meadows, Univ. So. Calif., 1937 Bill Sefton, Univ. So. Calif., 1937	15ft. 5 ³ / ₄ in. Cornelius Warmerdam, U.S.A., 1941
12-POUND SHOT PUT	58ft. 10in. Elwyn Dees Lorraine, Kan., H. S., 1930	56ft. 1 ¹ / ₂ in. (16-lb. shot) Al Blois Georgetown, 1940	57ft. 1 in. (16-lb. shot) Jack Torrance, U.S.A., 1934
DISCUS THROW	174ft. 2 ¹ / ₂ in. (special school discus) Howard Debus Lincoln, Neb., H. S., 1940	174ft. 8 ³ / ₄ in. Archie Harris Indiana, 1941	175ft. 7/64in. Ernst Lampert, Germany, 1941
JAVELIN THROW	219ft. Robert Peoples Classen H. S., Okla. City, 1937	234ft. 3 ¹ / ₂ in. Robert Peoples Univ. So. Calif., 1941	258ft. 2 ¹ / ₂ in. Yrjo Kikkanen, Finland, 1938*
RELAY—440 YARDS	42.4s. Glendale, Calif., H. S., 1928	40.5s. Univ. So. Calif., 1935	40.5s. Univ. Southern California, U.S.A., 1937
RELAY—880 YARDS	1m. 27.9s. San Diego, Calif., H. S., 1941	1m. 25s. Stanford, 1937	1m. 25s. Stanford Univ., U.S.A., 1937
RELAY—ONE MILE	3m. 21.4s. Hollywood, Calif., H. S., 1929	3m. 9.4s. California, 1941	3m. 10.5s. Stanford Univ., U.S.A., 1940
RELAY—TWO MILES	8m. 5.5s. Roosevelt H. S., Des Moines, 1938	7m. 34.5s. California, 1941	7m. 34.5s. Univ. of California, U.S.A., 1941

○ Approved by National Federation of State High School Athletic Associations.

● Approved by National Collegiate Athletic Association.

■ Approved by International Amateur Athletic Federation.

*These records were approved by the president and the secretary of the I.A.A.F. in the final gesture from that body. Owing to international complications, the Federation hasn't been able to meet since 1938. All subsequent records in this

column are thus not official. They merely represent performances that the Amateur Athletic Union of the United States considers to have been made under championship conditions.

A STRONG, EFFECTIVE FIGHTING FORCE



BUY NEW UNIFORMS with these facts in mind:

Due to shortages, this season's outfits may be required to last much longer than usual, therefore be certain to specify fabrics that give you the best wear under great stress. Your soundest choice:

KAHNFAST IRONSIDE FOOTBALL TWILLS

(woven to U. S. specifications for
Parachute-troopers' uniforms)

KAHNFAST SATINS

21 Bright, Sparkling Colors; your
best help for building morale.

KAHNFAST ATHLETIC FABRICS

TRAINING TABLES AND OUR NEW ARMY

By Mary L. Barber

Cost, nutritive value, variety, and appetite appeal are all considerations in planning the soldier's diet

If an army really marches on its stomach, the American Army ought to travel far. No soldier in khaki ever goes hungry. Mary L. Barber, director of home economics for the Kellogg Company and food consultant to the Army, describes the typical doughboy diet and its implications to the athletic coach.

MORE than a year's experience as food consultant to the Subsistence Branch of the Quartermaster Corps has given the writer a vantage point from which to study the food habits of young Americans.

The most striking fact is, that although our soldiers eat large amounts of food, gain weight, and sometimes grow, their likes and dislikes are pronounced. They are fixed to the point where it is difficult for them to get the essentials recommended for adequate nutrition.

The number of boys rejected for active service came as a shock to the nation. Many are the reasons which could be advanced for this phenomenon. Not the least of these is that parents have not been alert to the relationship between daily meals and strong bodies. The chagrin of having their sons declared unfit may open the eyes of many mothers in this respect.

Athletic coaches have had a tremendous influence in the campaign for better health. Today they have the greatest chance in history to inspire our youth with the need for physical fitness.

Since our boys must of necessity look forward to Army life, the more ambitious may visualize this in terms of rank. An officer stands for the best in American manhood and it is right that he should be held up as an ideal.

A nutrition yardstick has been developed for civilians. The Quartermaster Corps feels that the Army yardstick must be even longer and stronger. All Army menus should be based on this standard.

Soldiers need an enormous supply of fuel foods for heat and energy; proteins and minerals for body building; and vitamins for full utilization of all foods. Cost, nutritive qualities, variety and appetite appeal are all considerations.

If Army feeding is to be used as a basis for teaching nutrition, certain information is necessary. A ration (pronounced rash-un in the Army) is the daily amount of food issued to one man. The value of



Courtesy U. S. Army Signal Corps

No one in khaki ever goes hungry—not with chow like this.

the ration is based on specified quantities of a number of items.

The cost of these amounts on the current date is the ration allowance. A year ago the value was about forty-four cents. Today it is about fifty cents. Increased food costs have not decreased the amount or variety of the soldiers' food.

This does not mean that *only* the items on the list can be used, but that the cost of the menus must not exceed the ration allowance.

Here is a sample menu for one day. Menus are prepared for the whole month; two months in advance. A frequency chart shows if any one food or recipe is used too often.

The next step is to calculate the menus. Our yardstick calls for:

Calories 4200

Protein 140 grams
Iron 24 milligrams
Phosphorous 2.2 grams
Calcium 1.05 grams
Vitamin A 10,000 Int. Units
Vitamin B₁ 3.0 milligrams
Vitamin B₂ 3.1 milligrams
Vitamin C 11.0 milligrams

The requirements are based on the fact that a thirty-day month will include four Saturdays and four Sundays, on which the soldiers will be only moderately active.

Some changes have been made during the past year. Greater quantities of meat, fruits and vegetables are now being served.

The soldiers like milk and many would drink more than the half pint allowance, were it available. However, due to the constant troop

(Concluded on page 40)

BREAKFAST

Stewed prunes
Assorted dry cereal
Fresh milk
Cinnamon French toast*
Fried ham
Toast
Butter
Syrup
Coffee

DINNER

Barley soup
Pot roast of beef
Gravy
Browned potatoes
Buttered onions
Lettuce dressing
Bread
Butter
Coconut cream pie
Hot tea

SUPPER

Baked Navy beans
Thick slices of bacon
Buttered greens
Pepper hash
Cornbread
Butter
Fruit cup
Oatmeal cookies
Coffee

*French toast dipped in a mixture of sugar and cinnamon after frying.



A message
to you from
Frank Leahy
about the
Keds
REG. U.S. PAT. OFF.

Sports Department

Physical fitness is the demand of the day. One of the most important jobs which we all have to do is to encourage an interest in athletics on the part of our boys and girls.

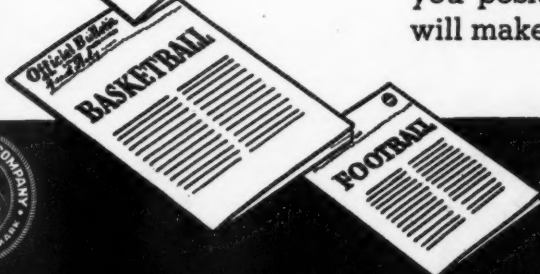
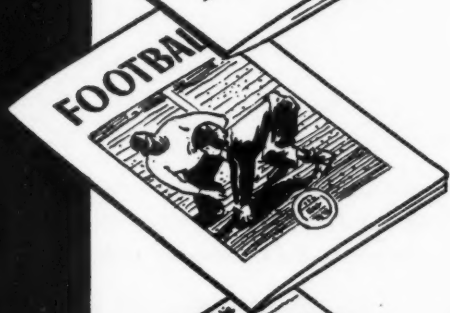
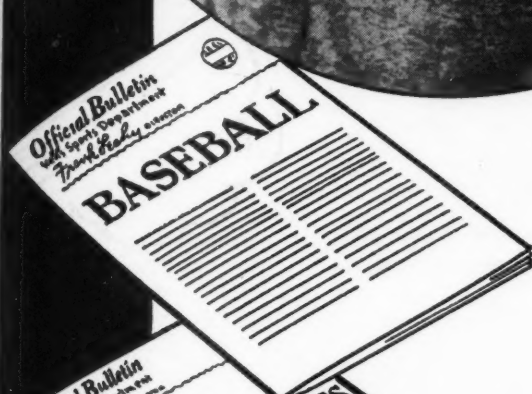
During 1942 our Keds Sports Department will publish a series of Bulletins on various athletic subjects for free distribution to youngsters. These Bulletins will be written by leading athletes and fundamentals of play will be emphasized.

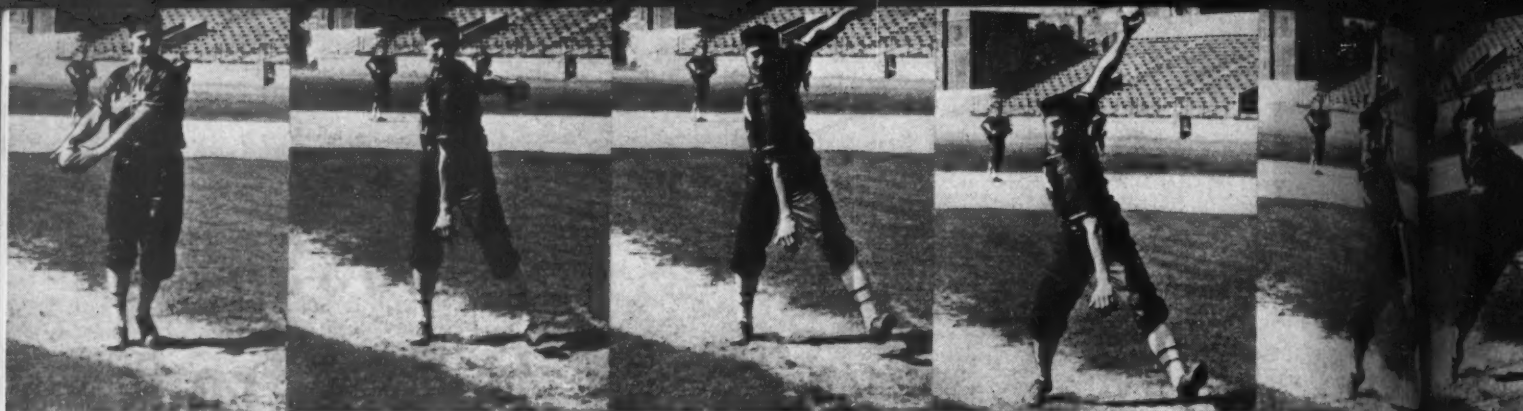
Our first 1942 Bulletin will be on Baseball, written by Frankie Frisch, Manager of the Pittsburgh Pirates. Your local Keds Dealer will gladly secure these Bulletins for the members of your squad, or, you can write directly to the Keds Sports Department, 1230 Sixth Avenue, New York City.

Other Bulletins will be published during the year, each devoted to a popular game or athletic activity. Your local Keds Dealer will gladly keep you posted regarding the later Bulletins, if you will make this request to him.

Frank Leahy

UNITED STATES
RUBBER COMPANY

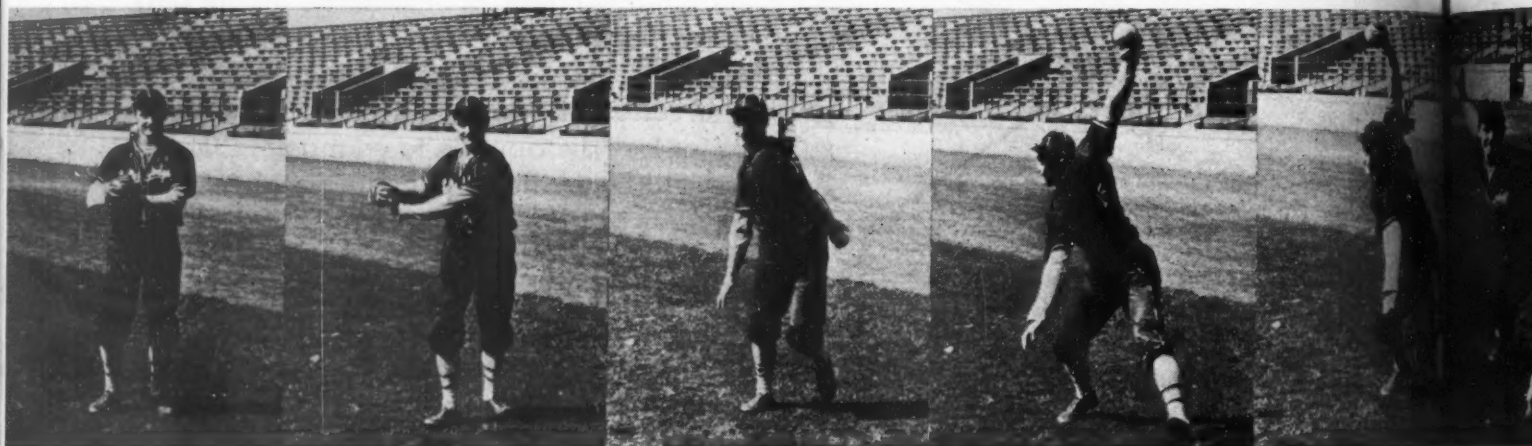




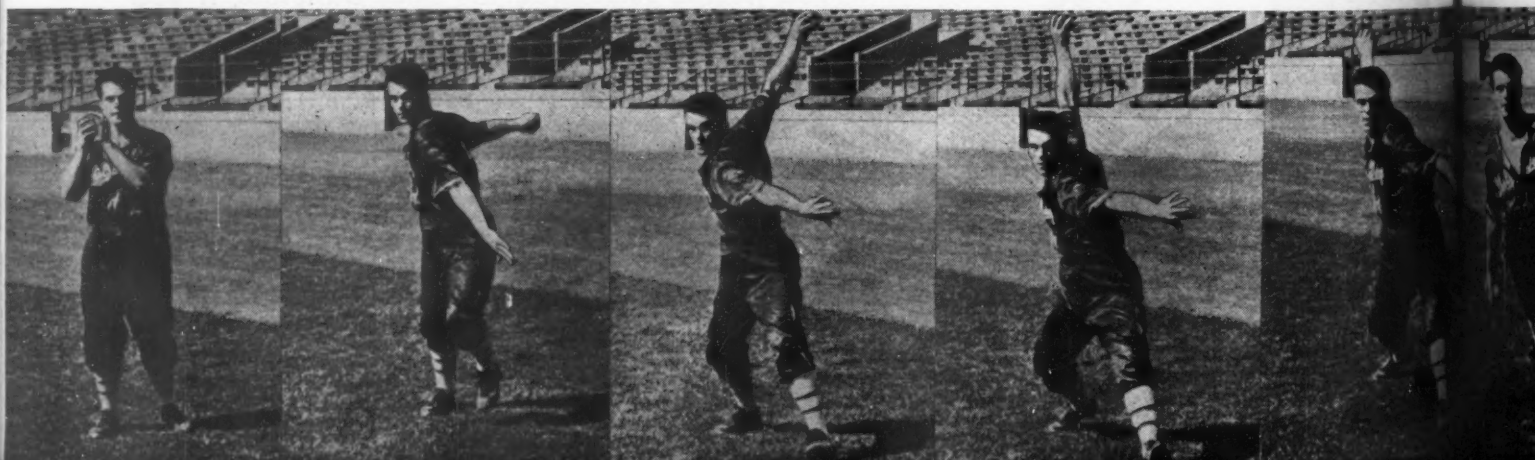
INCURVE: Kizzy Kizelevich of the Phelps Dodge team of Elizabeth, N. J., who pitched three games in the national championships last year without allowing an earned run, controls the ball for an incurve



RAY BARTLETT of the Elizabeth Elgins (N. J.) throws an incurve here with a more figure-of-eight motion and a full-hand release. He brings his arm



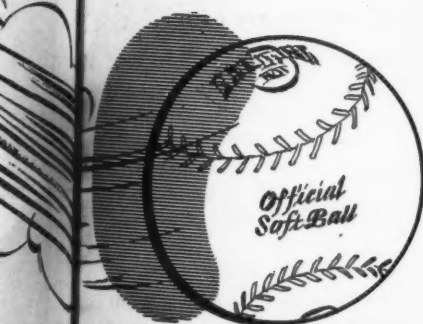
FAST BALL (Above): Kizelevich toes up with his feet about eight inches apart. He brings the ball all the way back with almost a straight arm and a slight wrist cock, and releases it from the side of the hand with little spin. A full follow through of the wrist and arm assures maximum speed and control.





with his thumb and two fingers. The arm is held straighter than in the fast ball and the ball is released more from the side of the hand, with a powerful outward snap of the wrist that brings the arm upward.

FTB DELIVERIES



way back by crooking the elbow, and then whips it forward powerfully. The wrist is snapped in inside-out fashion with the fingers imparting strong spin.



SLOW BALL (Below): To be effective, this pitch must look exactly like the fast ball. Walter Mitchell, a teammate of Kizelevich, "pulls the string" by sucking the ball into his palm and releasing it with no spin or follow through. He finishes up with his feet, body, and arms in perfect fielding position.



A SPORTS PROGRAM FOR NAVY FLIERS

By Lt. Commander Tom J. Hamilton

Calling for four hours and forty minutes of physical training a day for three months

THE need for a physical program in the training of Navy aviation pilots has been apparent since the outbreak of hostilities. Our athletic programs have developed mental alertness, agility, initiative, and a sporting instinct possibly superior to that of our enemies. But there is little question that their youth are stronger, tougher, and steeped in a fanatic nationalism that drives them into ruthless methods of total warfare.

Our mission then is to train our pilots so that they are not only more skillful in flying technique, but stronger and tougher, both physically and mentally. To accomplish this, our methods, as compared to peace-time media, must be revolutionary. The most intensive, rigorous and comprehensive physical training program the world has ever seen must be installed. *Time is short.*

Now before the director of aviation training is a program that may well achieve the purpose. In this plan, the Induction Center will be the foundation for this training. Four large universities, one in each section of the country, will be leased to serve as centers. Each base will induct 625 students a month for three-months' basic training, making a total of 2,500 "freshman" cadets a month.

Objectives

The routine of these bases will prepare the prospective pilot along four lines. He will take up:

1. Proper physical conditioning and strength.
2. General naval lore.
3. Military drill and seamanship.
4. Elementary training in communication and specialties.

Of his 16-hour day, four hours and forty minutes will be devoted to physical training. This will consist of 15 minutes of calisthenics upon arising; two hours and twenty-five minutes of physical drills, and two hours of athletics.

The physical-drill period will embody body-building exercises, severe manual labor, and comprehensive courses in: boxing, wrestling, track, swimming, football, basketball, military sports (obstacle races, etc.), and jiu-jitsu.

These sports develop qualities

that are desired in the pilot. The individual sports such as boxing, wrestling, and jiu-jitsu are for attack and self-defense with emphasis on the realities of warfare; in short, no rules.

Football, basketball and track are indispensable in developing agility, coordination, and the ability to make quick decisions. Military sports will consist of obstacle climbing, grenade throwing, broad jumping, vaulting, tumbling, etc. The swimming course will not only stress staying afloat but will cover swimming with clothes on, disrobing in the water, and life-saving.

The last afternoon period of two hours will be devoted to compulsory participation in varsity and intramural sports. The contemplated program follows. The figures denote, for varsity competition, the number of cadets expected to be carried on the squad; and, for intramurals, the number of men from each platoon (50 men) who will be expected to compete.

Varsity Sports

Fall and Spring: Football (90), Soccer (60).

Winter: Basketball (30), Boxing (30), Wrestling (30).

Summer: Baseball (30), Track (60).

Year Round: Swimming (30).

Intramural Sports

Fall and Winter: Basketball (10), Touchball (18).

Spring and Summer: Softball (18), Volleyball (10).

Year Round: Soccer (7), Boxing (5), Wrestling (5).

The above figures are only a rough estimate. It is assumed that about five men from each platoon will participate in varsity sports. The other 45 are accounted for in the intramural system. This does not include tennis, handball, golf, and other individual sports. Where facilities are available, these sports will be readily adopted.

The sports embraced will depend somewhat on the geographic location of the Center. In northern climates, for example, hockey and skiing will doubtless prove popular and beneficial.

There are many items that may

be worked into this program that haven't been mentioned. A series of long hikes is contemplated that will condition the cadets to march 20 or 30 miles a day. Methods of living in and getting out of a jungle, and similar subjects may also be covered.

At his induction, and periodically thereafter, each cadet will be given a series of practical physical tests to determine his condition, strength, posture, and physical defects. A record card will follow his progress, including a weekly notation of his weight.

Good food and plenty of it

The best diet possible will be designed for the cadets. Good food and plenty of it will be needed to supply them with energy and to repair worn-out tissues. As work and good food give you good morale, each Center will have a nutritional expert on its staff.

The outstanding authorities on diet in the country will be called in as consultants.

A medical staff will be carefully selected, as well. They will take the essential safety precautions and give the necessary treatments, but there will be no mollicoddling of the cadets.

In addition to a regular sick bay or hospital staff, one or two sports physicians will be attached to the athletic staff to administer to the bruises, sprains, and other common injuries, as well as to consult on matters of posture and to give instruction on camp hygiene, etc.

A staff of trainers will work under the direction of these sports doctors. It will be further recommended that one of these doctors be an osteopath, or one who is fully acquainted with osteopathy.

Large quantities of athletic equipment will also be needed, and necessary personnel to order, account, maintain and issue this equipment will constitute an important adjunct to the athletic staff. An immediate survey will be necessary to ascertain the needs, availability and priorities in the manufacture of certain items.

To assure the best type of administration, several hundred of our foremost college and school athletic directors, coaches, trainers, and doctors will be brought in as instructors.

Here's an all-out health-for-defense program FOR YOUR SCHOOL

A complete program for intramural
**SOFTBALL
TOURNAMENTS**

FREE TROPHIES
for every member
of the
winning team

Planned for
ALL YOUR STUDENTS
without charge
or obligation



Keep in step with the Victory Program by intensifying your intramural programs. Join the thousands of high schools throughout the country who are building physical fitness through Intramural Softball Tournaments. You may have **FOUR** tournaments if you choose—for boys and girls, both indoors and outdoors. A complete set of 12 trophies

will be sent for every tournament you hold. You will also receive free drawcharts and other materials for conducting your tournaments. You may run these tournaments any way you choose. There is absolutely no obligation. Just fill in the coupon below. Your medals will be sent to you before play actually begins.

*Sanctioned by the Amateur Softball Association of America
Sponsored by Pepsi-Cola Co.*

**MAIL COUPON NOW
FOR
Free Trophies**

SCHOLASTIC SOFTBALL TOURNAMENTS
220 E. 42nd Street, New York, N. Y.

Please enroll my school for these tournaments, and send the trophies, etc., to me:

☐ Boys' Indoor ☐ Boys' Outdoor ☐ Girls' Indoor ☐ Girls' Outdoor

I anticipate in the boys' tournaments and in the girls' tournaments.

I would like to start actual playing of games by: Indoor Outdoor
(insert date)

My Name Position

Name of School Address

City State Enrollment of school: boys girls

STREAMLINING THE GOLF SWING

By John W. Stevens

This is the first of a series of articles by John W. Stevens, of the Rockland County Club in New York. Mr. Stevens was recommended for this series by the president of the local Professional Golfers' Association.

THE game of golf, from its humble beginning a little more than fifty years ago in the United States, has grown to a size and scope that is little short of miraculous. We now have over 4000 courses and club houses, whose aggregate cost runs into hundreds of millions of dollars.

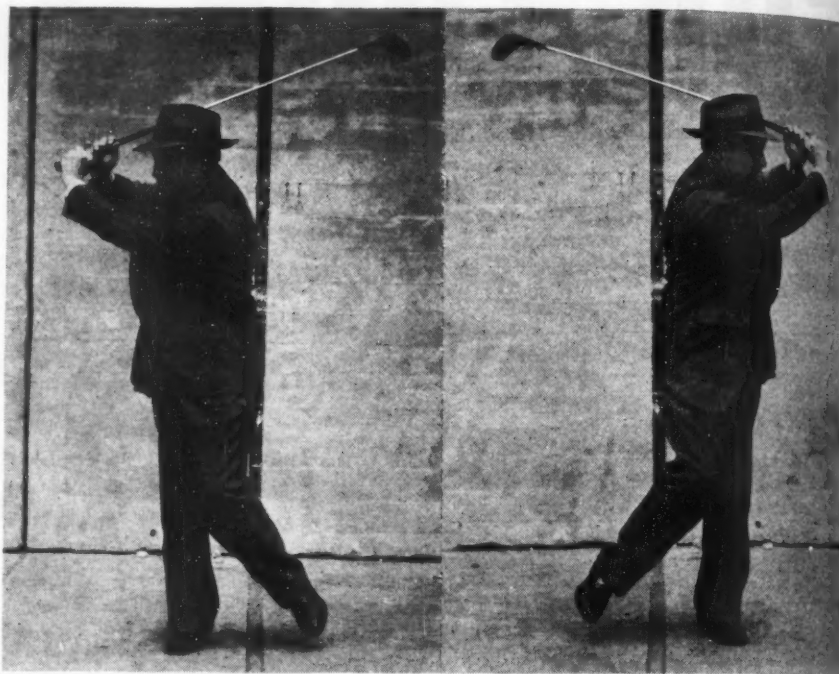
Playing equipment alone costs the public and schools approximately twenty-five million dollars a year. The original courses were cow pastures compared to the well-groomed layouts we now have, and our present putting surfaces are a joy to behold.

During the evolution of the game, there have been many changes, not only in the style and construction of the links but in the garb of the player. From knickers and blazer coats, we have advanced to slacks and comfortable sport clothes. The old gutty ball has been supplanted by a sphere which travels like a bullet and is almost as true.

The form and manufacture of golf clubs has also undergone a radical change. From the hickory shaft, we've come to the tubular steel shaft. The club sets are now beautifully matched and graduated for weight and length. They are also balanced and swing weighted.

To keep pace with these improve-

The club face should be at right angles to ball both in the address and at the moment of impact



EXERCISE FOR BALANCE: This free-swinging drill helps relieve tenseness. On the backswing, lift the front foot off the ground; on downswing, lift the other foot.

ments, it is only natural that the style of the swing should change. With modern inventions such as the moving picture camera and the high-speed lens, the professionals have been able to dissect the swing and to form a smooth, compact stroke; a far cry from the old St. Andrews swing, which served the purpose so well in those days, but which was as different from the modern swing as day is to night.

Today we can follow the movement of the club face throughout

the stroke. We can see the movements of arms, hands, hips, and even the balance of weight distribution. This has served to develop the game to its present perfection, and has enabled the teacher to work in a manner that leaves less margin for error.

In this and ensuing articles, the writer will try to convey as briefly as possible a few major movements in the accepted swing. These promote, as nearly as possible, the control of the club head throughout the



OVERLAPPING GRIP: First place the club diagonally across the palm of the left hand. Then bring the hand over until the thumb and the forefinger form a V that points slightly toward the right shoulder, with the back of the

hand facing left. Now adjust the right hand. The first joints of the fingers grip the club. The little finger overlaps the index finger of the left hand and the thumb and the forefinger form a V that points to the right shoulder. Hand faces right.

swing and enable the player to arrive at the point of contact with superior coordination and timing.

The grip

The correct method of gripping the club is the first step on the road to good golf, and a very important stride it is. The slightest variation in the position of the hands can and will cause loss of direction and control.

Why is it so necessary to have a particular way of holding the club? The answer is because of the club face position at the address and at the moment of impact. They must both be exactly alike in relation to the angle at which they face the ball. If the hands are in the proper position at the moment of address, they're more apt to be there when the club meets the ball, and so will the club face.

Any normal person, when standing erect with his hands at his sides, will find that the palms face inward. If they are extended in front of the body, they will still be in that position. Now, it is a fact that as the club is swung through the ball, the face of the club will be at right angles to the line of play *only if the hands are in this position at the address.*

The correct position is shown in the accompanying illustrations. The back of each hand faces outward. Make sure the hands fit over the club in exactly this fashion.

The stance

The correct stance is largely a matter of standing in an easy and relaxed position. It is unnecessary ever to have the feet more than twelve inches apart.

There are three positions for the feet, each of which has some bearing on the swing. First, we have what is known as the square stance. In this, the feet are placed on line with one another. A straight line may be drawn from the toes on through the line of flight.

Second is the open stance, which is very much in use—and abuse. Here the player withdraws his left foot slightly, which brings his right foot slightly ahead. This turns the player's body around more to the fairway.

Third is the closed stance. The right foot is now slightly behind the left, turning the player away from the fairway. This stance is used principally to cultivate a slight hook.

The open stance encourages a slice and the square stance a straight

(Concluded on page 37)

TO HELP YOU

over the HUMP

WE sincerely hope that the restriction on rubber will be relaxed so that the small amount used in athletics may be secured. We feel as you do that in this crisis athletics must not only be kept alive but must be rapidly expanded.

SHOULD the restrictions on rubber not be relaxed we are setting up our plant so that we may help you over the hump. We are building our basketballs so that when the leather covering becomes worn, we will be able to rebuild a new covering around the carcass. Remember a Riddell moulded basketball can be repaired.

THE bladder can be taken out and patched, the carcass can be mended and finally a new basketball can be made, by covering with new leather. The long wearing qualities and exceptional durability of the Riddell carcass make this possible.

We believe that this suggestion may keep the basketball boys playing if new bladders become scarce.

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KEEP 'EM PLAYING

Wigwam

ATHLETIC SOCKS
Finest for "EASY" FEET

PAUL BROWN says:

"An athlete's feet come close to being his most important single physical asset—at least in the case of such sports as football and track, in which speed is so great a factor. I commend WIGWAM Athletic Socks for their built-in quality of construction and materials—that helps keep feet in condition. If this gives away a secret I shouldn't—I've done it!"

PAUL BROWN
Head Football Coach
Ohio State University



For easy footwork you just can't beat WIGWAM Athletic Socks. But that isn't news to many coaches of leading universities and colleges throughout the country. They know the importance of the right kind and quality of socks in helping keep feet always ready to GO.

Wigwam Athletic Socks are properly designed—for strength, comfort and wear. Particularly for soft, easy comfort. Heels and toes are specially reinforced to insure extra wear.

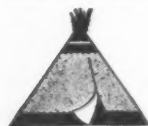
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Teaching Diving Skills

(Continued from page 13)

the movements, you greatly reduce the fear element and speed up the learning process. The land drill merely entails several forward rolls or tummyrolls in the tuck position: head forward, chin on chest, knees drawn up to touch chest, and hands clasping shins.

Next, from the edge of the pool, have the boys do a simple head-first dive. As soon as the hands start entering the water, the head is brought forcefully forward until the chin is on the chest. The diver thus rolls into the water, making a crude somersault, half out of and half in the water.

This is practiced until the movement can be made with a definite snap. The group is then called to attention and told to visualize a mat shoulder high in front of them. Upon this hypothetical mat, the diver must place the nape of his neck, accompanying the act with as much of a snap as possible.

Usually, one of the more venturesome boys will give this a try and, much to the delight of himself and his teammates, will make a crude somersault, entering the water in a tucked sitting position.

After each boy has tried it several times, return the unsuccessful aspirants to roll dives and proceed to the board with the others. The difference in height between the edge of the pool and the board is a factor that cannot be overlooked. Before the boys begin shaking their heads, try to convince them that it is much easier to do the skill from the board as more time is available and the board helps in throwing the feet.

After each has had a turn, make another elimination. The unsuccessful divers join the group originally eliminated for more practice on fundamentals. After correcting a few more dives, turn your attention to the eliminated group and begin the progression anew.

As fast as a member of this group picks up the trick, pass him on to the board where, under the influence of his friends, he will quickly join the rank of the successfuls. The procedure continues until the majority are doing the dive.

The two most common faults encountered are going out too far and diving towards the water. Both may be corrected and eliminated by striving for more height.

It has been found best to leave the combination of the dive and the

approach for another lesson. Preciseness and confidence must be gained at this time to avoid unnecessary difficulties and bad habits when the combination is taken up.

Much success has been reported with floating mattresses. The diver lands on the mattress floating on the water, rather than in the water itself. However, the lack of such a teaching aid is not a serious handicap. Records show that more pupils have learned to dive without the use of mattresses than with them.

Front jack knife

This dive is so easy for the boys with their present coordinating ability that no land drill is necessary. With the proper approach and hurdle, the boy springs from the board into a pike position and enters the water feet first. The pike, it will be recalled, consists of bending at the waist and touching the shins or ankles with the hands. As done here, the body momentarily assumes a sitting position over the water.

Next, with the proper approach and hurdle, the boy does a high arc dive. The diver then repeats this, trying to make his hips the highest point in the parabola and bending at the waist to touch his ankles. He finishes with a definite snap into a straight body position.

The snap out into the entry position may be facilitated by having the boy throw his legs backwards and try to enter the water two or three feet in front of the spot for which he was heading.

This progression works most of the time but occasionally you may have a group that has difficulty getting into the jack or pike position. In this situation, it is a good plan to have the boys start by reaching down their legs little by little, going a little farther each time, and coming out of the piked position with a definite snap. This may be continued until the shins are reached and the dive is learned.

(For a moving picture analysis of this dive, see the first installment of this series in last month's issue.)

Back jack knife

In teaching the back jack, the board presents a greater mental hazard than in any other dive. It is your job to help the pupils overcome this fear. This may be done

through the use of back jumping skills. The teaching plan is started on land.

The boys are lined up, arm distance apart. Using the proper arm swing for the back dive, they make several back jumps for height. The movement is then repeated with the boy throwing his hips up and out.

The landing is made in a piked position; that is, the hands and feet touch the ground simultaneously, with the body bent forward.

After several attempts, the board work is considered. This consists of essentially the same steps as the land drill. Theoretically, it should be easier, but this is not the case. The menace of the board counteracts the benefit of its lift.

From a back dive position on the end of the board, the diver takes several jumps for height, using the proper arm swing. The movement is repeated with a tuck and feet-first entry and then with a pike and feet-first entry. Next, with a proper arm swing, the diver jumps upward and outward, throwing his hips as high as possible and trying to enter the water head first.

As confidence grows, the boys proceed to touch lower and lower on their legs. Bending the legs is a fault that must not be tolerated. Once this habit is acquired, it is difficult to lose.

Front jack with half twist

The front jack with a half twist is a relatively simple dive. The progression starts with several high front jacks. Another high front jack-knife is then done, but instead of holding the jack until time for the entry, the boy snaps into a swan. He quickly unfolds at the waist and throws the head and arms into the swan. The skill is repeated until the swan is definitely seen, even though in a vertical position.

The twist is produced by dropping the shoulder after the opening has been made. Telling the boys to make the twist *after* the opening, just as they wanted to in the front dive with a half twist, usually gives the boys a clear picture of the essential movements.

Through experience, the boy discovers that it isn't necessary to break the dive up into three parts (jack, swan, and twist); it can be done in one smooth, easy motion.

If the diver finds himself going over too far on the entry, the trouble usually lies in the fact that he isn't putting his feet far enough forward while in the jack. This may be corrected by keeping the head well up and swinging the feet forward under the body. Another good teaching aid is to do the dive with a feet-first entry.

Recreation dives

At this stage of practice, the novelty has perhaps worn off and interest is beginning to wane. The "fun lesson" may then be introduced as a stimulant. From the group's standpoint, it is one of the most enjoyable lessons of the season. As most instructors have their own favorite clown dives, only a few are given here.

Clown Dive. The diver assumes a frog position by bending his legs so that the soles of the feet touch and the knees are apart. His hands are clasped together in prayer position with the elbows bent outward. The likeness to a frog may be accentuated by turning the head to one side.

Using the proper three-step approach and hurdle, each boy tries this dive three times, stressing height and exactness of execution.

Fountain Dive. A stream of water is shot out of the mouth in mid-air, while the body assumes a grotesque position not unlike the popular conception of cupid in flight.

Miss-the-takeoff Dive. The regular front approach is used except that the start is about six inches nearer the takeoff point than usual. This results in the diver just missing the end of the board as he descends from the crest of the hurdle.

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Knox Gelatine Routine For Athletes in Training

1. Two tablespoons twice a day for 10 days; take before and after practice period. Then, two tablespoons once a day; take after game or practice period, preferably after shower.

2. If an individual shows loss of weight, try increasing the feeding by two extra tablespoons a day.

3. The recommended way to take the gelatine is in plain water (room temperature), orange, pineapple or grapefruit juice, or the fruit juice and water may be mixed 50-50; 4 oz. of water and 4 oz. of fruit juice.

4. HOW TO MIX:

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New Books on the Sport Shelf

BASEBALL. By Frankie Frisch. Pp. 16. Illustrated—photographs. New York: The U. S. Rubber Co. Free.

HERE'S a neat little baseball book that anybody who plays or coaches the game can use to excellent advantage. And it's absolutely free!

Frankie Frisch, whose managerial exploits with the Pittsburgh Pirates need no recounting, has done a remarkable job of condensing the technical side of baseball into 16 pages. Disdaining all hoopla, he jampacks his book with helpful playing hints. He touches every base.

He covers the fundamentals of batting, pitching, catching, infielding, and outfielding. Each of these phases is comprehensively described. He breaks them down into their component parts and shows just how each should be executed.

For the most part, he describes the techniques as he himself teaches them to his Pirate players. But here and there he makes concessions to his principal target, which is the beginning player. Where there is more than one way of doing a thing, he invariably chooses the way most adaptable to the beginner.

This is sound pedagogy. The author also has a happy faculty for expressing himself in simple, graphic terms. No one will have the least trouble following him all the way.

The book is superbly illustrated with a wealth of exceptionally large, clear and informative single action photographs. Together with the text, they comprise a veritable handbook on baseball.

We wholeheartedly recommend this book to every coach and player. You can get a free copy for each boy on your baseball squad by checking the master coupon on page 40.

LOU GEHRIG (A Quiet Hero). By Frank Graham. Pp. 250. Illustrated—photographs. New York: G. P. Putnam's Sons. \$2.

THE combination of an inspiring subject and a gifted writer makes for an interesting biography. Lou Gehrig is all of that. It is an unusually absorbing tale of a baseball player who, after being the idol of millions of fans, became a symbol of courage to many millions more who never saw a ball game.

The author, Frank Graham, one of New York's top-flight sportswriters, was a close friend of Gehrig. He spins his story with warmth and understanding, giving you an intimate insight of the great athlete. He covers Gehrig's life from his high school days in New York up until his tragic death.

Graham writes simply and facilely,

avoiding mawkish sentimentalism. He succeeds in capturing something of the humility and kindness that were Gehrig's outstanding traits. The book makes an exceptionally good gift item to boys of high school age.

JUST YELLS (A Guide for Cheer Leaders). Compiled by Willis N. Bugbee. Pp. 169. Syracuse, N. Y.: The Willis N. Bugbee Co. 75c (paper cover); \$1.25 (cloth cover).

Och tomale gazelle gazump
Dayump dayadee yahoo
Ink damink dayadee gazink
Dayump deray yahoo
Wing wang trickery trackery poo fooh
Joozy woozy skizzle wazzle
Wank tank orkey porkey dominorkey
Redlands, —Rah, Redlands!

CCHEER LEADING, it's wonderful—and whacky! So is this book, which tells you all about it. The publisher proudly claims *Just Yells* is the only book of its kind in the world. We don't doubt it. It could give a sphinx the screaming meemies.

Of course, if you have a cheering squad to take care of, *Just Yells* is just the thing. As far as we know, it's the only book that contains the yells of most of our universities and colleges.

In it you'll find: the science of cheer leading, the psychology of pep sessions, pointers to cheer leaders, stunt suggestions, different types of yells, college yells, song snatches with yell effects, and the colors of our leading universities.

For a yell of a good time, *Just Yells* suffices nicely.

HOW TO HIT THE FASTEST DRIVE IN TENNIS! By Walter Senior. Pp. 20. Illustrated—photographs and diagrams. Chicago: Thompson Mfg. Co. Free.

BY "the fastest drive in tennis," the author, who is one of our better known teachers, means the flat drive. In his book, he specifically deals with the forehand and backhand drives. Every part of the ideal stroke is carefully explained, including grip, footwork, court position, and the actual stroke.

The book is illustrated with both single action photographs and a unique diagrammatical instructional system. In this system, the entire stroke is reproduced through free-line drawings. Each phase is clearly shown and captioned, enabling the reader to pick out any detail of the stroke at a glance.

The book is nicely organized and clearly written. For free copies, write the Thompson Mfg. Co., 45th and Packers Ave., Chicago, Ill.

Training the Miler

(Continued from page 9)

movement of the foot. He is also likely to be too tense; or he may be inclined to take his warm-ups too lightly.

He should learn pace before he attempts strategy. In the beginning, he will do well to run the mile in even quarters. Once pace judgment is mastered, however, the art of sprinting may be developed.

Build-up quarters, in which the runner increases his speed slowly and steadily as he covers the distance, are practiced by most of our leading milers. The safest strategy of a good high school miler is to go out at an even pace within his ability, building up his last quarter to a finishing sprint of 150 or 200 yds.

Any suggested practice schedule should be regarded only as a pattern. The work to be given depends upon the individual—his muscular, nervous, and mental make-up as well as his physical condition, his strong and weak points in running, and his previous experience in competition.

Following is a suggested practice regimen for the pre-season stage:

Monday: Warm up. This should

include 20 minutes of jogging, walking, striding, and running as well as calisthenics, stretching, and suppling exercises. Then run a mile within ability, paying attention to form.

Tuesday: Same warm up as Monday. Then run two half miles at mile pace with a walk between.

Wednesday: Usual warm up. Then run three quarters of a mile at the pace you expect to run your mile the following Saturday. Rest by walking, then take a 200-yard wind sprint.

Thursday: Usual warm up. Practice striding, paying attention to form. Take a fast half. Walk and jog to taper off.

Friday: Rest or easy general work.

Saturday: Usual warm up and then run a mile at pace within ability, finishing up last 150 yards with increasing speed

Seasonal regimen

A suggested regimen for the regular season follows:

Monday: (Endurance work or over-distance.) Jog a half mile. Take fifteen minutes of calisthenics, stretching, and suppling exercises. Work on form and rhythm in your

striding practice. Run one and a half miles at an easy pace, pulling up the last 150 yards. Then take a wind sprint or striding practice and walk to taper off.

Tuesday: (Speed workout.) Warm up slowly by jogging a half. Practice striding by swinging through 300 yards two or three times. Take ten or fifteen minutes of body-building or stretching exercises. Run a mile in alternate fast and slow quarters (the fast ones in :60 to :65; the slow ones in two minutes). Rest by walking and then jog a half mile. Finish up with a wind sprint of 200 yards.

Wednesday: (Speed work and judgment of pace.) Same warm up as on Monday. Then run a three quarters at racing speed, picking up the last 220 yards; rest by walking or jogging; and then take a wind sprint of 200 yards.

Thursday: (Easy speed workout.) Warm up with jogging, walking, running, striding; then run a mile taking the first and last quarters at pace with a slow middle half.

Friday: (Rest or take a very easy workout.) Take the usual suppling exercises and jog a half or three quarters. Go to the shower while you are perspiring.

Saturday: (Competition.)

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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

One of the nicest compliments paid to baseball this year was the appointment of Moe Berg, catcher-coach of the Boston Red Sox, as good will ambassador to the Latin Americas. If Uncle Sam intends to recruit further along these lines, we recommend Pants Rowland, president of the Los Angeles club. We recall him as an umpire, perhaps not a very good one, but certainly a very diplomatic one.

There was the day Babe Ruth hit a long ball and tried to get three bases. Pants was umpiring the bases. He picked up the Babe at first, went with him to second, continued to third. The Babe made a tremendous slide and disappeared in a foam of dust.

"You're out," roared Pants. The Babe got up and made an angry rush for the umpire. But before he advanced two paces, Pants stopped him with a disarming smile.

"Hated to call you out, Babe, because in all the years I've been in baseball I never saw a more graceful slide."

Keeping your eye on the ball is one of baseball's oldest truisms. "But," warns Barney Friberg, ex-major leaguer now coaching at Saugus, Mass., High School, "don't overdo it." He recalls a certain coach who sent a boy up to bunt with a last-second admonition to "keep your eye on the ball."

The boy strode to the plate determined to do as his coach instructed him. He stuck his head out and the ball hit him. He was stunned and fell to the ground. When he recovered, he remarked to the coach standing anxiously over him: "I didn't quite get my eye on the ball, but I almost made it!"

They call him "Sweetwater" because as a kid on Chicago's South Side he could consume a dozen bottles of pop at a sitting, whenever he got the chance. "Sweetwater" Clifton's coach, Dr. Morris Berk of DuSable High, Chicago, thinks his giant Negro center is a better basketball player than was

the immortal Nat Holman at a similar stage in his career. Dr. Berk ought to know; he has coached both players. It was chiefly through the efforts of the 6 ft. 7 in., 205 pound Clifton that DuSable's powerful all-colored team was able to sweep through the University of Chicago city tournament for the second straight year.

"Sweetwater" personally accounted for an average of over 26 points for six games. Against Austin High he tallied 45, about a point and a half a minute. He graduates in midyear. Otherwise we'd say that the other 942 teams in the Illinois state tournament were probably just playing for the fun of the thing.

According to Stephen Epler, founder of the game, six-man football is played today by about 2,500 high schools. Epler, now dean of men at Southern Oregon College, originated the game when a shortage of players developed at Chester, Neb., where he was coaching at the time.



Who's the greatest prep school basketball fan in the country? The Chicago Sun, which, incidentally, has just about the best coverage of state high school sports we have seen, nominates Leon S. Sex, Chicago real estate dealer. For nearly a quarter of a century Sex has not missed a single important high school tournament played in Chicago. During the heyday of the great Staggs Tournament it was his practice to spend the entire week, from 9:00 A.M. until midnight daily, watching the colorful teams gathered from every corner of the nation. The watchword could well have been, "Sex is here to stay."

Well, the War is already having its effect upon the sports world. We see

that the U. S. Chess Federation has called off its biennial championship games scheduled for this month. And we thought the War effort would intensify such red-blooded, rock-and-sock pastimes.

Not that it matters, but the first professional football team in America was the North End team of Evanston, Ill. This past season the "first" professional football team in America operated out of Wrigley Field, only a few miles farther south. In case anyone has forgotten, the boys called themselves the Chicago Bears. What their opponents called 'em we ain't printin'.

The rules committee of the N.C.A.A. travelled down to Phoenix, Ariz., for their little mid-winter get-together and sun-tanning, but shucks, about all they did was to tell Ossie Solem of Syracuse to turn his center around. The veteran A. A. Staggs claimed that to keep your back turned when you are planning to knock somebody down isn't the sporting thing to do. Maybe the Japs ought to hear about this.

According to Charles R. Gadd, Jr., of Lowell, Ohio, something new has been added to the game of basketball.

"During a junior high game at Lower-Salem recently, Lowell, the visiting team, sent in a substitute in the first minute of the final quarter. The player reported to the referee and from there on things became a bit confusing, because nobody came out of the game. When the gun ended the game five minutes later, there were still six Lowell boys giving their all for their team. In spite of this superiority in numbers, however, Lowell was unable to rout the enemy."

One J. Muri McCasland, coach at Central Junior High School, Amarillo, Texas, is in trouble. It seems that he can't get satisfactory wear out of his athletic equipment. "We are going to have to buy some new jerseys," he wails. "The ones we used in yesterday's game have only been used regularly since the start of the 1926 season, and already you can see that they are beginning to fade a little around the letters. Won't you please help us get in touch with a company that will sell us some jerseys that will give service." A discerning reader might be able to figure out Mr. McCasland's nationality.



When Phillipsburg, Kan., lined up on the gridiron last fall to go places, left-guard Baker's duty was to clear a path to the goal for his uncle, one of the McLaughlin boys who played fullback. Back in the early twenties the late Coach J. A. Leitze of Murrayville, Ill., built a high-scoring offense around Ben Wright, brother of the present State Treasurer. The ball was frequently fed to Ben by his nephews, Francis and Harlan Doyle, both of whom were older than their uncle.

Although Montana has relatively few high schools considering its great size, annually it comes up with some of the finest football players in the country. Remember "Frosty" Peters, for example? From the current college crop Mike O'Leary, president of the state high school coaches' association, picks the following all-Montana team that could do business for anybody and ask no favors:

The list would be headed by Murphy, captain of the Army team, and Dira, University of Utah, both guards from Anaconda; Dondelinger, Creighton tackle, from the same town; Hein, an end, and Frickey, a back, Minnesota players hailing from Billings; Lindskog, the Stanford center, comes from Cut Bank; Zellick, an Oregon State end, lists Lewiston as his home range; Brooks, a University of Washington back, is a product of Livingston; Larson, University of Washington tackle, McInnis, Oregon State back, and Sellinger, Wisconsin back, all had their early training at Great Falls. Incidentally, the University of Montana this last fall had a pretty fair team of home-grown boys.

Bradley Tech, Peoria, Ill., is the only mid-western school ever to meet all three of the oldest educational institutions in the United States—in basketball. Harvard played at Bradley this season, while Yale, and William and Mary appeared on the schedule last year. In point of age they rank as listed. The Bradley lads, however, are no respecters of prestige, tradition and kindred matters. Unless our memory is at fault again, they trimmed all three.

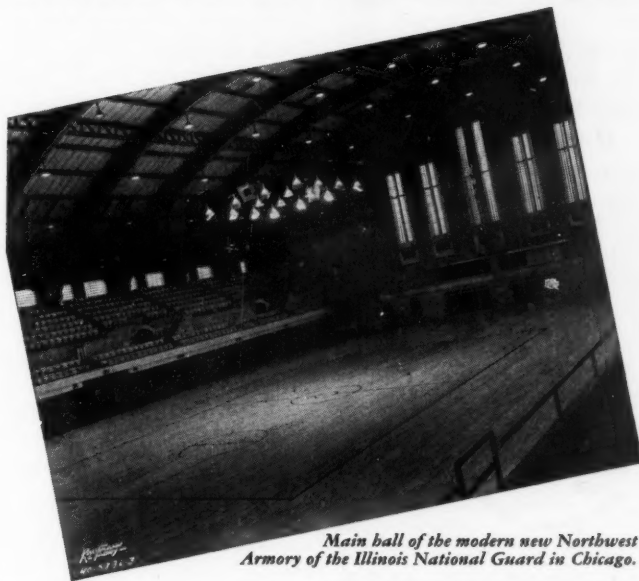
Notes about our neighbors: The South American swimming team that toured the United States turned in brilliant performances. Star of stars was Maria Lenk of Brazil, holder of the world's record in the 220-yard breaststroke.

Mexico City was this year's addition to the growing list of New Year's Day bowl games. The National University of Mexico entertained Louisiana College in the Orchid Bowl.

Despite the War, plans are going ahead for the first Pan-American games to be held in Buenos Aires sometime this year. All success to the venture. May it be the first of a long line of friendly encounters that will be truly all-American in scope.

BILL WOOD

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Main hall of the modern new Northwest Armory of the Illinois National Guard in Chicago.

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CHAMPAIGN, ILLINOIS

National Federation Meeting

Reported by H. V. Porter, Executive-Secretary

TWENTY-FIVE states were represented at the annual meeting of the National Federation of State High School Athletic Associations in San Francisco on Monday, February 23.

Honorable Howard A. Johnson, chief justice of the supreme court of Montana, delivered the principal address of the morning session, on "Interscholastic Athletics as Seen From the Bench."

He trimmed his sights on the importance of exercising proper controls over interscholastic athletics through men who are directly connected with the educational program and who are specialists in the matter of school relationships.

Legal aspects

The legal aspects of the state and national high school athletic associations were also considered. He pointed out that while these voluntary organizations have no political standing, they do have a very definite legal standing.

Schools voluntarily join these associations. This gives the association unequivocal authority to enforce the rules and regulations that are adopted by majority vote and through the regular association channels. The higher courts have always recognized, and upheld, this right.

At the afternoon meeting, an interesting program was presented by members of the Berkeley High School music department.

Walter B. Spencer, of Connecticut, spoke on the "Relation of High School Athletic Departments to the National Defense Program." An open discussion followed this talk and a statement of policy was formulated.

This statement will be circulated through the state associations to all of the member high schools. It urges the continuance of athletic activities and an expansion of the athletic program to embrace greater numbers of participants. It urges the continuance of interscholastic relationships as long as the tire-rationing program will permit. Thereafter, schools are urged to continue expanding their intramural athletic programs.

It is also strongly suggested that the program include a reasonable amount of pre-military instruction in order to build proper carriage and to stimulate obedience to or-

ders and respect for authority. The program should also provide for military guest speakers to give students a better knowledge of the duties and responsibilities in each branch of the service.

A nation-wide adoption of a rule requiring a rigid physical examination for all athletes or, preferably, for all students, was urged.

This statement of policy was adopted after a thorough analysis of each of its provisions.

Lyle Quinn, executive secretary of the Iowa association, spoke on "Teamwork in State High School Athletic Activities." He illustrated his talk with materials that have been used to good advantage in his state to secure a high degree of teamwork in furthering activities designed to improve high school athletics.

Fred L. Biester, of Illinois, reported on the proposed action of the department of principals and superintendents relative to the sanctioning of meets and tournaments. The National Federation is being asked to extend its machinery so that the present controls may be continued but with ultimate adoption by all states of the controls now in effect in several of our more progressive states.

New member

The group reaffirmed its policy of discouraging post-season and all-star games. An application for membership by the New Jersey Interscholastic Association was accepted. Thus, New Jersey becomes the 38th member of the National Federation. The secretary is Walter E. Short, of Trenton, who has served for many years in this capacity.

The relationship between New Jersey and the neighboring member states of Pennsylvania and New York has always been cordial. Now that the Garden State is also a member, this friendly relationship should be further cemented.

While Rhode Island has not yet become a member of the Federation, they have been very cooperative in connection with all matters pertaining to basketball and track. The state uses the Federation publications as the basis for basketball discussion meetings.

Comprehensive reports were made by representatives of each of the Standing Committees.

R. M. Berry, of Idaho Falls, pre-

sented a study of variations in the eligibility rules as they are enforced in the different states. The upshot was the formation of several committees to attempt to frame one nation-wide rule that will apply to amateurism and another that will specifically determine what awards may be accepted. When these rules are drafted, each member will be asked to adopt them as rapidly as is feasible.

W. B. Spencer, of Connecticut, and B. C. Alwes, of Louisiana, were re-elected to three-year terms on the executive committee.

After much discussion of the priorities ruling that makes it impossible to use school buses to transport athletic and other school activity groups, these recommendations were passed:

1. The continuation of athletics as long as present tires may be used to transport groups.
2. The proper federal authorities be assured that the schools will co-operate in every way in the rubber conservation program.
3. The proper authorities be urged to modify present rulings relative to new tires as soon as this move can be justified in the light of defense needs.

Regional conference

Invitations were extended by the Louisiana state association to the delegates to attend the regional conference at New Orleans on March 21. The morning session will be devoted to a discussion of high school athletic matters as they are influenced by the work of the state associations.

The afternoon session will be mostly confined to basketball activities. At this session, the conference will meet jointly with the representatives of state basketball committees. Consideration will be given to rules proposals for 1942-43. Recommendations will be forwarded to the National Basketball Committee by a special committee of the high school men.

Those desiring to attend the semifinals of the national intercollegiate basketball tournament over that weekend will be allotted a special section so that they may sit together.

The 25 states who were represented at the meeting included: California, Oregon, Washington, Utah, Idaho, Wyoming, Colorado, New Mexico, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Minnesota, Louisiana, Iowa, Wisconsin, Illinois, Michigan, Indiana, Kentucky, Alabama, Ohio, Pennsylvania, and Connecticut.

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GILMAN, CONNECTICUT

Baseball Quiz

(Continued from page 11)

has his back turned to the infield.

20. If the outfielder has set himself for the catch and thrown to third base the shortstop covers third backed up by the third baseman, the pitcher and the first baseman.

Hit Situations

1. Batsman should hit. The runner should not make an attempt to steal because the batsman might strike out and the runner might be caught thus causing the ninth player in the batting order to lead off the next inning.

2. A sacrifice bunt, thus preventing a double play.

3. In a great majority of cases, the batsman should take one strike.

4. This fourth batsman, a good hitter, should start the hit-and-run play. This is better than having him hit straight-away. The only possible bad result is a line drive to some infielder.

5. By all means sacrifice unless a change is to be made in the batsman. If a change is made, the running ability of the batsman determines the course. If he is fast, hit; if he is slow, sacrifice.

Infield Situations

1. Play deep for a double play.

2. When a run cannot be given.

3. If the batsman is allowed to hit, play half-way. Probably the better defense would be to walk this batsman, fill the bases, then play deep for a possible double play via second base.

4. Play deep for the possible double play. It is better to give the tying run than to chance a run-up play on any ball to the infield which might terminate with runners on second and third. Ball should be thrown to second base.

5. Play deep for a possible double play via second base. Attempt to keep the tying run from reaching second.

Base Running Plays

1. A good safe lead does not take the runner so far from first that he cannot get back with two steps and a slide.

2. A. The runner should be on the bag. If the ball is caught, he may have a chance to advance.

This, of course, is impossible if he is off his base when the catch is made. If the ball goes over the fielder's head, the runner is in a position to get away. Thus, there's no chance, on a one-hand catch, for a possible double play.

B. The runner on first should make every possible effort to reach second. He should run at top speed and slide into the bag to keep from over-running it.

C. Nothing can be taken for granted in baseball. There should be no loafing. An ordinary fly may be dropped, or an easy grounder may be fumbled. These are to the advantage of the player who hit the ball and he should, the instant he hits the ball, scoot as fast as possible to first and pivot on the bag, keeping his eyes on the ball as it is played.

D. A runner should make every possible effort to reach third with one man out, but he should never take the same chance to reach that base when there are none or two out.

E. The runner on third should attempt to score on any ground ball hit to the infield. If he sees that the ball is going to reach the catcher first, he stops and forces a run-up play in order to help the batsman reach second and the runner who was on second to reach third. If the ball is hit to the outfield, both runners should tag up, and as soon as the ball is caught, start for the base ahead, but the runner on second should be sure the throw cannot retire him.

F. The first thought of the runner on third should be to score on any ground ball hit to the infield, in order to prevent a double play if possible. If the ball reaches the catcher first, the runner stops and runs back and forth on the baseline until the runner on first has reached third and the batsman second.

G. The runner on third should stay on the bag so that he may advance if the ball is caught. The runner on first should be

a safe distance off the bag. If the catch is not made, he has an opportunity to advance. If it is made, he can return to first safely.

- H. When no one is out and the ball is hit toward an infielder, the runner must be sure it goes by an infielder before he tries to score. Thus, he should return to the bag on every hit ball.

Rules

1. No (Rule 27, Sec. 1).
2. Eleven (Rule 31).
3. No.
4. The ball is dead. Runners advance a base (Rule 31, Sec. 12).
5. No.
6. A. Batsman is out (Rule 43). Runners must return to original bases (Rule 48, Sec. 2).
- B. Runner shall be permitted to advance that base (Rule 47, Sec. 8).
- C. The batsman is out (Rule 44, Sec. 6). The runner who was on first shall advance according to the ground rules (Rule 65).
- D. Runner returns to third (Rule 48, Sec. 6). Batsman is credited with a base hit (Rule 70, Sec. 5).
- E. Runner who was on first is out (Rule 49, Sec. 8). Runner who was on third returns to that base (Rule 48, Sec. 7).
- F. Runner who was hit by the batted ball is out and the runner who was on second must return to that base (Rule 49, Sec. 12). The batsman is credited with a hit (Rule 70, Sec. 5).
- G. The umpire must declare the runner safe (Rule 49, Sec. 9).
- H. A bunted ball is never an infield fly (Rule 44, Sec. 8).
- I. Batsman is out (Rule 44, Sec. 7). Runners return to the bases (Rule 48, Sec. 5).
- J. The batsman is not out (Rule 44, Sec. 3 also Rule 39).
- K. The second runner is out. In other words the runner who came to the base, not the runner who went back to it (Rule 45, Sec. 3).
- L. Umpire's attention must be called to the miss (Rule 50), then the runner can be declared out (Rule 49, Sec. 13).

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Schoolboy Baseball

(Continued from page 8)

must keep up a constant line of chatter. Chatterboxes have a stimulating effect on baseball players. The shrilling keeps the players on their toes and at the same time makes for a spirit of camaraderie.

The Outfield

The prime requisite of an outfielder is good hitting. Even if he is a poor fielder, as long as he can hit he is the man for the position.

In catching fly balls, the first consideration is to get under the ball. If it is misjudged after that, the player can change his position and still make the catch.

The hardest ball to play is the one you go back for; the easiest is the one you come in for. In going back for a liner or fly, the fielder should glance at the ball once or twice and change his course if necessary. When two men go after the ball, one of them should call for it and the other should answer. The fielder who thinks he can make the catch may yell, "I have it!" The other answers, "You! You! You!"

All grounders must be played safely. An outfielder doesn't play the ball the same way as an infielder. His main concern is stopping the ball, as that is all he usually has to do. When he must throw to a base, he plays the grounder faster. He comes in for all grounders; he never waits for the ball to reach him.

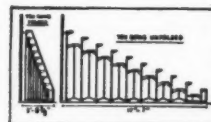
The hardest ball to judge is a line drive. The natural tendency is to rush in too soon, thereby allowing the ball to fly by for extra bases. Constant practice will cure this habit to a certain extent. The fielder should always remember that a line drive, especially one right at him, will carry farther than he expects.

It is also a fact that line drives and fly balls usually curve toward the foul line and must be judged accordingly. In practice, it's a good idea to hit liners rather than ordinary flies. A high fly is comparatively simple to catch.

All throws should be made overhand. This prevents the ball from curving too much, carries farther, and takes a faster bounce. In throwing to a base, the ball should be aimed a little to the left of the target. By the time it reaches its destination, it will straighten out into a bull's-eye.

A good point to remember in making a catch on which a throw must be made, is to catch the ball

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on the right side. Distance and accuracy may then be attained with a quick hop and overhand throw, capped with a good follow through.

The ball should be thrown to the plate on one or two hops. Thus, if the ball doesn't arrive in time for the out, an infielder can cut it off and prevent the hitter from advancing a base. Many boys erroneously believe they must get the ball to the catcher on the fly.

The outfielder should always keep a play ahead of the game. He should make up beforehand exactly what he will do with the ball if it is hit to him. He must also be ready to go to his left or right, forward or backward, so that he can get a good start on the ball. He backs up the bases on throws from the catcher.

In the next installment, the author will cover each of the infield positions.

The Golf Swing

(Continued from page 25)

ball. For this reason, we must favor a square stance.

In every sport—in everything we do, for that matter—balance is most important. Balance in the golf swing is so important that without it, it is practically impossible to play good golf. Very few duffers are well balanced when hitting the ball.

Yet it is very simple to assure good balance. It is just a matter of properly transferring the weight. The accompanying illustrations give you a good idea of what constitutes good balance both on the back swing and the follow through.

Swing it

If you will practice swinging as shown, transferring the weight from the right foot on the back swing to the left foot on the follow through, without moving the head too far from side to side, you will find in no time at all, that you're using a smooth, rhythmical swinging action free from tenseness, which is largely caused by keeping the body too rigidly over the ball.

This common fault has been due to overstressing "keeping the head down." Many golfers have over-concentrated on the ball to such an extent that they've lost the necessary looseness to swing properly. If you will swing the club freely, rather than keep rigidly set over the ball, you will make fewer mistakes.

In next month's installment, we will discuss the fundamentals of the swing and the various faults due to improper movement and timing.



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SIX-MAN RULES CHANGES

By Steve Epler

THE biggest news in the six-man football world is the formation of the new Six-man Rules Committee under the auspices of the National Federation of State High School Athletic Associations. This committee, which met in Chicago, in January, replaces the two older committees and is composed of members from both groups.

The principal changes in the rules for 1942 include the elimination of the return kick and the fair catch with its accompanying free kick. This pruning was done to simplify the rules and to eliminate several pages in the rule book which were devoted to these rarely used options.

The kick-off after safety is restored. The term "free-kick" is dropped entirely from the rules and the term "kick-off" is used to cover the free kicks which remain in the game; namely, those which start each half and which follow scoring plays, including the safety.

The clear pass rule is simplified. The principal difference is that the first back who gains possession of the snap must make the clear pass. This not only simplifies the terminology but facilitates the task of the officials. As before, the clear pass is required only for running plays from scrimmage, not on forward passes or kicking plays.

Two balls approved

The 1942 code approves two types of balls—a ball for boys of junior high school age and one for older players. The minimum measurements of the ball for older players are reduced so that a smaller ball than the eleven-man official ball is made legal. The maximum dimensions, however, make the eleven-man ball also official for six-man.

A number of minor changes were made. Most of these were necessitated by the composition of a separate six-man book based on the National Federation terminology.

The six-man rules committee is taking the lead in fabricating a code that can be understood by the players, in making a safer game, and in pioneering rule innovations that may also prove useful for eleven-man football.

Already the unlimited substitution rule and compulsory warm-up periods, which six-man pioneered,

have been adopted by the eleven-man game (high school). The new eleven-man rule permitting a second forward pass if thrown from behind the line has been in the six-man code for several years.

Safety measures retained in six-man include safer equipment; namely, shoes with soft cleats, and soft exteriors for shoulder pads, helmets and other equipment. Due to the large number of injuries that are caused by blind-side blocks on players who are stationary and out of the play, such blocks, when made at or below the knee, are defined as clipping.

No doubt this will raise some howls from side line quarterbacks who enjoy the sadistic pleasure of seeing players carried off the field. The committee, however, believes the well-being of the boys playing the game should receive primary consideration.

The members of the new six-man committee are: H. R. Dieterich of Missouri State Teachers College at Maryville, who aided in establishing the pioneer league in that state; P. F. Neverman, secretary of the Wisconsin Interscholastic Athletic Association, whose injury studies have helped make a safer game; W. H. Roselius, athletic director of Hebron College (Nebraska), who sponsored the first game of six-man at Hebron in 1934; R. M. Walseth, secretary of the South Dakota Athletic Association, whose encouragement of six-man in his state has made it equal in popularity to eleven-man; Roy Wood of Montana, who was head of the Federation's Six-man Sub-Committee; and Stephen Epler, who is chairman and co-editor of the rule book in the new set up. H. V. Porter is secretary ex-officio and co-editor.

The new six-man rule book will be a separate publication in the Federation series.

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March, 1942

HERE BELOW

(Continued from page 5)

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(Continued from page 18)

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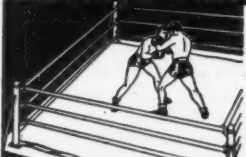
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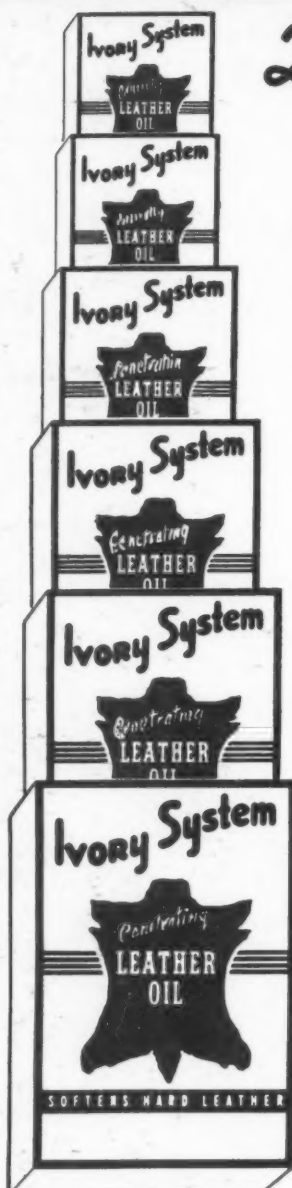
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